

The **CLEARING HOUSE**

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1954

Vol. 29

No. 1

Refer to:

JUNIOR HIGH SCHOOL Designed for Tomorrow

By NELSON L. BOSSING

TEEN-AGE MARRIAGES: High-School Problem

By LORENA W. HENDRY

Letter Writing: A School Service

By NORA BARTINE

Testing Program's Excuse for Being

By H. F. GRIMES

7 Steps to Better Reading . . . My Pupils Slaughter Sumeria
or Something . . . Personality Traits Admired by Adolescents
. . . A Core for Puerto Ricans . . . "Public Speaking" Usually
is Parrot Speaking . . . Busy, Busy, Busy.

High Schools in Action

The Clearing House

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A faculty journal for junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 29

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No. 1

Overcoming Obsolescence:

A Junior High School Designed FOR TOMORROW

By NELSON L. BOSSING

THE JUNIOR HIGH SCHOOL of yesterday is obsolete. The purposes that led to the creation of the junior high school have changed since the famous Committee of Ten in 1893 first suggested it, and the organization of the three-year institution in 1909-10, popularly thought of as the original junior high school, set it on its way.

Strangely enough, many seem not aware that changing conditions have made obsolete the major assumptions that gave birth to the early junior high school. Brief mention of some of these changed conditions will suffice.

1. The junior high school no longer serves the function of holding in school the would-be drop-outs from the upper grades of the elementary school through the ninth grade. Whereas in 1910 less than 50 per cent remained in school through the fifth grade, now almost 100 per cent of the pupils continue into and through the junior high school. In the age bracket 14 to 17, 86 per cent are now enrolled in the secondary school. The heavy drop-out losses are now found in the eleventh and twelfth grades.¹

The steadily rising age in compulsory attendance legislation plus increased public

and parental emphasis upon further education have placed the junior high school in a position where it need no longer concern itself with stop-gap devices. It can now give its attention to consideration of the basic educational needs of boys and girls emerging from childhood into adolescence.

2. Both as a device for attracting youth to remain in school and as a practical necessity to equip potential drop-outs with some elemental bread and butter trade skills, the early junior high school gave heavy emphasis to vocational training. In their educational thinking many school administrators are still not too far from the 1910 conception of the junior high school.

It is a generally accepted educational principle that vocational skill training should be postponed as far as possible toward the end of the youth's formal education and near the time of usage of such skills. The recognized tendency to rapid deterioration of unused vocational skills, the tendency for such skills to become quickly outmoded, plus the lack of stability in the vocational choices of early adolescents, are some of the considerations that make such vocational emphasis undesirable. With the tendency now for most pupils to continue into the senior high school, the junior high school can give its attention to

¹ Data are from *Current Population Reports, Population Characteristics*, Bureau of the Census, U.S. Department of Commerce, Series P-20, No. 51, December 9, 1953, pp. 1-2.

the more urgent needs of children of this age group, and pass the vocational-education function to the senior high school and beyond.

3. The Committee of Ten in its report of 1893 first envisioned the grades now included in the junior high school as a part of the secondary school, which in turn was looked upon as an adjunct preparatory school for the college and university. Departmentalization, multiplicity of subjects, fragmentation of the daily schedule, regimentation of the curriculum, a collegiate type of methods and standards, and subject-teacher specialists mimicked the pattern of the college. The time has long since passed to condone in the junior high school this aping of the college and the high school.

4. A major purpose of the early junior high school was to insure the amassing of great quantities of factual information in the various subjects taught as basic to the college programs. Back of this was the idea that learning consisted of storing vast amounts of information. The array of subjects still offered and the methods employed for their mastery in many contemporary junior high schools would have gladdened the hearts of the members of the old Committee of Ten who first evolved the concept of the junior high school.

The concept of learning accepted by those who fathered the junior high school is no longer seriously accepted by modern educators. The *sine qua non* of learning today is not the evidence of memorized masses of ill-digested information, valuable as meaningful information is recognized to be in modern education, but is to be found in the degree that the behavior patterns of the learner increasingly evidence sensitivity to the understanding of the world about him, and readiness and skill in so adjusting his behavior that he is able to live effectively, wholesomely, and happily within the democratic way of life.

The purpose of the modern junior high school is to take these boys and girls in this

period of transition from childhood to adolescence and create for them a new institutional environment, in which under careful guidance they may come to understand themselves and to discover and properly adjust themselves to the larger and more definitive role they must anticipate as responsible members of a family, as citizens, and as vocationally self-supporting participants in our society.

SUGGESTED IMPROVEMENTS

If the junior high school is to provide a better learning situation than exists today, then some far-reaching improvements are necessary. At present the typical junior high school is but a small imitation of the senior high school and thus of necessity the college which the senior high school tends to ape. Among the changes in the junior high school which, it seems to me, are imperative, I would propose the following:

1. A clear recognition that the purposes of the modern junior high school are different from those that brought it into being, at points markedly different from those of the senior high school, and that the implementation of the concept of the modern junior high school, already suggested in item three, means a radical change in the organizational and administrative aspects of this institution.

2. A major change in the nature and organization of the curriculum seems imperative. The curriculum must conform to the newer conceptions of learning, which accept as psychologically sound the idea that learning is the modification of behavior patterns that result from the learner's experiences. This means that through experience the learner acquires increased competency to meet and solve effectively new problems. This concept of learning must replace the traditional one, now dominant in our junior high schools, that conceives of learning as essentially a task of amassing large quantities of factual information.

Instead of compendiums or encyclopedic

information, organized into traditional segments of subject offerings in theory to be stored in the mind for use at some future time, the curriculum should comprise problem situations now vital to the understanding of the learner and to the redirection of his behavior patterns. Obviously, the curriculum must emphasize problems incident to the transition of the boy or girl from childhood to adolescence and the larger world of adulthood to which adolescence begins to give meaning. The point of curriculum orientation, therefore, must center around the problem areas which engage the total range of thought and behavior adjustment patterns of the emerging adolescent.

Among those who accept this functional approach to the curriculum there is a logical tendency to organize the learning areas of the curriculum into two categories:

a. Those types of experiences that are recognized as common or universal to all learners of this age period, and considered necessary to provide them with the behavior competencies needed for successful adjustment. These are organized into what is coming to be known as the "core" or "common learnings" phase of the curriculum, and thus assumed to be participated in by all.

b. Those desirable experiences which permit expression of the differentiated interests and abilities of individuals and which are deemed desirable and necessary in a well-balanced society of diverse, but mutually beneficial interests and needs. This area of the curriculum is frequently labelled the "special interest" phase of the curriculum. These two aspects of the experience-curriculum pattern are coming to be known as the core curriculum. Whatever the name by which this new organizational approach may finally be known, its sharp differentiation from the traditional subject-matter curriculum is clear and unmistakable.

This concept of the curriculum and its organization, while applicable at all levels

EDITOR'S NOTE

The present programs of most junior high schools are obsolete, says Dr. Bosing, professor of education at the University of Minnesota in Minneapolis: "The typical junior high school is but a small imitation of the senior high school." He proposes six changes that would help junior high schools to do the job that is needed of them.

of education, is particularly appropriate to the junior high school. Some go so far as to insist that at the junior-high-school level only the "core" or "common learnings" category of curriculum organization should exist—that while diversities of interests, aptitudes, and abilities are recognized, these can be adequately cared for in the flexible class organization contemplated in the core program.³ There is general agreement that the diversity of curricular offerings so characteristic of most of our junior high schools has no justification under this conception of learning and the educational function of this age period.

3. The flexible organization of the instructional program is another device that fosters learning. Instead of the piecemeal fragmentation of the program schedule so prevalent in our traditional practices, it is now rapidly becoming recognized that to create a satisfactory learning situation larger blocks of time must be provided. Double and triple periods are organized to promote flexibility in classroom procedures. Since modern education now envisions the entire community as the medium of vital learning experiences, longer time spans for class purposes are essential if the community is to become an educational resource.

Imaginative administrators have developed a floating schedule which permits Class A to meet in the forenoon on certain days

³ Educational Policies Commission, *Education for All American Youth*. Washington, D.C.: National Education Association, 1944, p. 230; revised 1952, p. 220.

and in the afternoon on other days. Alternating class schedules between Class A and B make possible greater use of all community resources by each class. The scheduling of activity periods the first thing in the morning, for example, provides maximum freedom for two- and three-period classes to get to and from points of community interest.³

4. Reducing the number of pupils the teacher must daily meet and be responsible for provides an opportunity for the teacher to know better each pupil in the class, something of his interests and antipathies, his ability and aptitudes, his strengths and weaknesses in social relations, understanding and skills, and something of his home and environmental background. When teachers are no longer concerned with the coverage of specific amounts of textbook materials, and can focus primary attention upon the important business of helping boys and girls develop the necessary understanding and skills involved in successful living, a most favorable learning situation has been created.

The guidance function is generally recognized to be the essential responsibility of the teacher. Many teachers admit the obligation, but find the fragmented schedules and the 150 to 200 or more pupils they must meet daily prevent more than the traditional practice of merely keeping school, making lock-step types of assignments, and hearing hurried recitations. The flexible, large-blocks-of-time plan reduces the number of different pupils to be met each day, and the flexible class program makes possible greater attention to individual pupil needs—indeed, invites the natural operation of the guidance function in teaching.

5. Closely akin is the growing awareness that to facilitate in maximum degree the more complete knowledge of the individual

pupil and a more intimate guidance relationship with him, administrative provision must be made for continuity of the teacher's contacts with the same pupil. An increasing number of schools are providing for this opportunity, particularly in core programs, by assigning a teacher to a seventh-grade group, for example, and continuing that teacher-class relationship through the ninth grade.

This permits a long-time continuity of teacher-pupil-parental relationship. While some object to such a long-term assignment on the ground that a poor teacher may thus be inflicted upon a class with bad educational effects, it is agreed in reply that the advantages of better guidance services to the class outweigh the limitation upon the services of either good or poor teachers in the school contacts now so generally practiced. Too, this continuity of teacher with the class gives far more reasonable assurance that over a long time period a proper sequence of learning experiences will be provided the learner.

6. Adequate opportunity for cooperative planning is another *must* in the provision of a better learning situation. Since in a measure each child must have a curriculum streamlined to his needs, and since through its uniqueness each community modifies for its youth the environmental learning situation, it is essential that those most cognizant of the environmental factors involved should cooperatively explore the major curriculum needs and opportunities available to each school and classroom.

Administrators, teachers, pupils, and community representatives must participate in this cooperative planning. Administrative provision should be made to insure the conditions favorable to such cooperation and the encouragement and stimulation to such participation.

At the administrative-teacher level, one junior high school has provided for two faculty sessions each week—one half of the time of each session is taken from school

³ See Gertrude Noar, *The Junior High School—Today and Tomorrow* (New York: Prentice-Hall, 1953, pp. 104-112) for a discussion of this problem and graphic examples of such flexible scheduling in large blocks of time.

time and school is dismissed, while the other half of the time involved is from the teachers' normal after-school hours. Intense planning and coordination of the total over-all program is carried on in these sessions. In this school teachers do not think of themselves as *prima donnas* with vested subject preserves on which other teachers are not to poach. They think of the staff as having a common cooperative educational task.

Another school has established administrator-teacher-community cooperation committees to study and make recommenda-

tions concerning the curriculum and general school situation. Still another school has included the pupils as participants on committees that study and advise on the total program of the school. It has been well said that no teacher can teach that which he does not fully understand, and no pupil can learn that for which there appears to be no meaning or purpose.

These are but a few of the changes that will mark the transition of the junior high school from the obsolete institution it is today toward the functional school it will become tomorrow.



Classroom Guest Speaker: Some Steps to Take

Have you ever invited a guest to your social-studies classroom? I don't mean as a silent observer, but as an active participant in the instruction. You have? Then you are aware of the value of this type of community resource. You haven't? Then read further.

The young service man (or woman) back from Korea secures the respectful attention of students of any age, and he can no doubt make a unit on the Far East more real and meaningful than any text. The local postmaster or an office holder can add practicality to your civics class. Consecutive or simultaneous visits by a local labor leader and a local businessman can insure that your students get a realistic portrayal of both sides of one controversial area of modern life.

Your county agricultural agent or a farmer can help explain why food costs so much. A stamp collector, the trading representative of a foreign nation if you live in a large city, a talented homemaker, a butcher, a baker—yes, even a candle-stick maker—all can contribute something of value to your class. And, a point not to be neglected, when you invite a guest to participate with you and your students, you may make a firm friend for your school.

A few words about selection of classroom guests. You may want to choose and invite the guests yourself, or you may wish to give your students the opportunity of planning this learning experience. The latter can be a valuable enterprise in itself, if your students are mature enough. Perhaps you are new in the community or do not know the individual

whom your students wish to invite. You may have some qualms about inviting a guest, sight unseen, into your classroom, but, if your arrangements are handled properly, you can minimize the risk of an appearance that turns out to be a dud.

"Handled properly" are the key words in the preceding sentence. When you invite your guest, tell him or her exactly what is involved in the appearance before the class. Tell the prospective guest the size of the class, the age level of the students, where the class meets, when it meets, and the length of time you would like the presentation to take. The original invitation should be issued either in person or over the phone. Give the prospective guest as accurate an idea as possible of just what you expect him to do. Don't say to the local postmaster merely, "I would like you to talk about civil service." Give him a good idea of the exact points you would like him to cover. . . .

The next step is to sit down within a day or two and write a letter to your guest. . . . Repeat in the letter the same information you gave him previously. . . .

Most important, give him in the letter a written outline of the points you would like him to cover. Of course, tell him that these are only suggestions and that he may add or omit any items that he feels will improve his presentation. Suggest that he bring with him any types of material which he feels will be helpful, such as charts, pictures, graphs, pamphlets, and the like.—RICHARD C. BROWN in *Social Education*.

Headlong into Wedlock:

TEEN-AGE MARRIAGE: a High-School Problem

By LORENA W. HENDRY

HIGH SCHOOLS are slowly awakening to the importance of including human relationships and marriage problems as a part of the curriculum. In the final analysis, the restless urge to marry is one of the strongest forces in the adolescent. It is especially strong in the teen-age boy or girl who knows that he or she is not going to college. These pupils comprise about sixty per cent of the student body. This large percentage has two plans—marriage, and engagement in some career to support the marriage by earning a living.

Our high schools seem well equipped to teach the vocations. There are diversified-training programs, vocational schools, and commercial departments; but little emphasis has been laid on training for marriage, which after all is the real, soul-satisfying aim of all pupils.

The problem is not so close to the pupil whose sight is set on college. The career occupies a more important place on his horizon. But to the pupil for whom college is impossible, the problem of marriage is a problem of the present.

Boy-girl relationships, going steady, future marriages and how to make them work are disturbing problems that face young people and engage a large proportion of their attention.

If we educators are really in the confidence of our pupils, the truth of the preceding statement soon becomes apparent. During informal talks at conferences, girls eagerly open billfolds with plastic picture holders to show "My boy friend" at the beach with his arm around me," poses

snapped on Sunday afternoon at home or on double dates. Little chip diamonds nestling quietly on the engagement finger, soldiers going overseas, boys with army pay checks and bigger allowances for wives (medical care included)—all this opens exciting vistas to the girl who hasn't many plans except marriage and a home of her own.

The problem is also there for the boy. However, he matures a little more slowly than the girl, and future plans for the army and a vocation absorb a little more of his time; but he too should be trained in the spiritual and moral values of marriage.

Eleven girls out of a hundred pupils in my homemaking classes were married during the first semester of the school year. More than half of these were trying to keep house and continue in school. Many more were engaged to be married in June. One-fourth of all these pupils were going steady.

A questionnaire conducted in these classes showed that the pupils thought that at least fifty per cent of the girls who marry do so to get away from home. One girl stated, "Mother 'gripes' all the time because I want to go out a lot. I want my boy friend with me all the time. My mother fusses because I want to be with him, and I think this is true of a lot of girls."

Another reason given was that mother and daughter interests were so far apart that there was nothing to talk about at home. "My step-father sits at one end of the living room and reads, and my mother sits at the other end and reads. What is there for me to do?" answered one girl.

"High school with all the activities is stimulating; then when I go home there is nothing to interest me there, and life is dull," some said. "Marriage seems exciting."

Getting away from unpleasant homes where parents argue endlessly was a reason given by many who marry and leave home. Study was impossible, anyway.

"My mother works every day and I have to do all the house work when I go home from school. I might as well work in my own home and go to school. I'd be better off," many commented.

A boy questioned said, "I've gone with a lot of girls who wanted to get married; I'd never thought of it myself. The girls frequently started out on a date mad because their mothers fussed at them all the time. Maybe about what they wore or what they didn't do—just endless criticism; so their conversation turned to marriage as a possible 'out.'"

There is an urgency and a casual attitude about these marriages that is surprising. The mechanics of them—such as blood tests, license, and wedding ceremony—are rushed through in a minimum of time.

Organized to do business and to capitalize on the situation is a little town across the Florida-Georgia line. Here in a drab old court house building one can get married in an hour. Upstairs are arrows pointing to a marriage assembly line prepared for twenty-four-hour duty. Blood tests are given at any hour. Signs point to a place where one may phone for a corsage. License bureau, Justice of the Peace, County Judge are all in adjoining rooms. There is always someone around to direct the way to a minister, or to the county judge's home if the hour is late. The wedding ceremony by either minister or judge is of the most impersonal type. One may marry, with everything included, for twenty-five dollars; however, the price is a little higher at night. Many young people find this sum too high and go back home disappointed.

On Monday, these newly married girls

are frequently back in school and classes, with a faded corsage as a rather pathetic token of the weekend.

Has this pupil been given the proper training in our schools? Does she know that her ideals are not established concerning the person with whom she is to go through life? Is the boy whom she married mature enough to marry? Has she "jumped from the frying pan into the fire," so to speak? Has she been able to get advice from anyone?

I know that teachers get tired of hearing that they must educate the whole child. Certainly the home and church should do their part, and we should be free to spend more of our time on the mental training. But what if the child isn't happy after she has the scholastic training? More frequently she is so disturbed about her personal problems that she is unable to concentrate on the mental training that is there in the classroom for her. Of course the homes should be capable of giving training for marriage and family life. But if they aren't giving it, then it is up to the schools to give that training—and in addition to this to train future parents who will be able to give such training to the next generation—at home!

We can hardly say we are teaching chil-

EDITOR'S NOTE

About 60% of the pupils in many high schools have early marriage on their minds, says Mrs. Hendry, who teaches homemaking in Boone Senior High School, Orlando, Fla. In that school, as in many others, some boys and girls get married while they are still in school, others before the ink is dry on their diplomas, and many more before those documents have gathered any dust. Mrs. Hendry puts her faith in family-living courses: Perhaps high schools can't do much to prevent young people from marrying in haste—but the schools can do a great deal to prevent them from marrying in ignorance.

dren to think when many of them believe that marriage is a continual date and can make no future plans beyond the wedding ceremony. It is hardly rewarding when we realize that we occupy the time of the teen-

age girl in school but find her incapable of interesting herself constructively outside of school.

Perhaps it is later than we think to start courses in family living in our schools.



* * Tricks of the Trade * *

By TED GORDON

PROGRESS CARDS—Though an elementary-school activity, the following could well be applied to secondary schools: To inform parents of individual interests, and to record general progress in school, pupils of Orange Glen, Cal., Elementary School in grades 7 and 8 keep a daily class log of "What I Have Learned Today." Each morning of the school week, students receive 3 x 5 cards on which they record what has been learned during the day. At its close, they evaluate the entire day's work. On Friday morning, they receive a 5 x 8 card on which they write a compilation of the week's achievements, entitled "What I Have Learned This Week."—California Teachers Association, Southern Section, "Good Teaching."

NAME FAME—Nobody can teach if he cannot call each student by name promptly



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

and correctly. Therefore each new term I make a name chart the first day of class and then by hard work memorize the chart, thus being able to call each student by name the second day. It is easy for a normal person to memorize place-name associations. My students for many years have remembered me for having known their names the second day of the class.—J. R. Shannon, Sacramento State College, Sacramento, Cal.

CHAIR AND WALL PROTECTION—Backs of straight chairs will not mar walls they rest against if you glue small squares of felt, from an old hat, on the spots on the chair where they might rub.—*Western Family.*

RECORDING GRADES—Useful in securing a quick estimate of achievement, a cumulative point system may be employed in recording grades on daily work, short quizzes, and other projects. If the initial activity has a possible score of 15 points, the actual score made by each pupil is recorded after his name. Subsequent scores on other work are added to the last entry and the total is recorded. In this manner the last column of entries records cumulative scores, which may be scaled or otherwise used by pupils and teachers.—Stephen Romine, Associate Professor of Education, University of Colorado.

7 STEPS

Maine high-school teachers
adopt a vigorous program

to BETTER READING

By
JOSEPH J. DEVITT

THE PEOPLE of our nation in recent years have been subjected to a veritable flood of books and magazine articles deploring the neglect by modern "educationists" of the three "R's," especially reading, and the substitution of "educational trivia" for the "fundamentals." These writings have been "widely read and often quoted," as the Burma-Shave signs say, regardless of the qualifications of the authors.

These fulminations may do incalculable harm when lay groups accord them the uncritical, exaggerated respect we tend to give to printed words, or when, as may well be happening, they serve to cast the schools in the role of scapegoat for the mounting tensions of mid-twentieth century life. They may, conversely, perform a genuine service if they accelerate the application of the fruits of research to increase the effectiveness of our teaching methods.

Dissatisfaction with the teaching of reading is not new. In 1838 Horace Mann reported that eleven-twelfths of the school children did not understand the meaning of what they read.

Evidence concerning the true situation today is not abundant. Professor William S. Gray, however, after a ten-year search for all available evidence, reports several interesting conclusions. His research indicates that schools vary markedly in their comparative standing in reading now and thirty years ago. Some schools have made great improvement; in some achievement has declined. But, in the country as a whole, achievement in *oral* reading is noticeably less effective; there never was a time when

so many pupils read as well *silently* as they do today; and there never was a time when pupils did as much *personal* reading as they do today.

Maine secondary-school teachers have been influenced, perhaps in part by the growing criticism, to examine more closely the problem of reading. A more cogent reason, in my opinion, has been the gradually developing recognition that there is a definite problem and that something should be done about it.

What exactly is the problem? It is three-fold. Typical Maine secondary schools have discovered a range in reading ability among ninth-grade pupils from a grade 4-5 to a grade 14-plus reading level. In most Maine secondary-school classes it has been the practice to use a single textbook for all pupils, regardless of the fact that children with a grade 4 reading ability cannot read it with understanding, and regardless of the fact that it may not be sufficiently interesting to the superior reader. The third factor is a belief commonly held—until recently—that the teaching of reading is the exclusive chore of the elementary teachers in grades 1 through 6.

With some chagrin I recall that nine years ago, when I was first appointed as a high-school principal, the inability of some of my ninth-grade pupils to read as well as I thought they should roused my indignation. I laid the blame squarely upon the inefficiency of the elementary-school teachers who had so obviously failed in their duty. I believed that our heavy responsibility to teach the principles of algebra and

biology and the appreciation of literary masterpieces precluded any possibility of our taking the time to teach reading, even if we knew how to do so—which we did not. I expressed the conviction (privately) that the best thing that could happen to the elementary schools would be the immediate dismissal of all of the teachers and their replacement with women competent to teach at least the three "R's" effectively.

What are the causes of the wide range in reading ability that makes traditional teaching of heterogeneously grouped pupils both futile and frustrating? There are at least four.

First, by a gradual process the secondary schools of Maine—and the nation—have slowly assumed the responsibility of educating almost all boys and girls. In 1888 only three per cent of the children of secondary-school age were in school; today, eighty to eighty-five per cent are there. We no longer have a select, homogeneous group. The academically "slower" boys and girls no longer drop out of school at the end of the fourth, sixth, or eighth grade.

We may eliminate this cause of our problem by screening out all except the academically able students. This would be cheaper, too—a sound reason in these days of skyrocketing educational costs. Most of us, however, believe firmly in the desirability of secondary-school education for all American youth, so we must adapt our curriculums and methods to meet the needs of a heterogeneous pupil population.

A second factor is the practice generally accepted in elementary schools of "social promotion." Wisely administered, this practice undoubtedly benefits individual children. Certainly, no one would advocate the retention of a girl in grade three until her sixteenth birthday, simply because she failed to master the arithmetic principles and to spell correctly the list of words established as the usual diet of children of this grade. The fact remains, however, that under the system of "social promotion" we

have, each September, walking through the front door of our secondary schools, large numbers of boys and girls who have not yet learned the "fundamentals" usually taught in grade six or grade four.

To the secondary-school teacher any discussion of this practice by grade-school teachers is actually academic. It has been accepted; the children will enter our schools whether we agree with the principle or not. Our job is, as it has been expressed so tritely but so well, to accept the pupils where they are and to try to provide appropriate learning experiences.

A third contributing cause is the practice, generally accepted by the good elementary-school teacher, of ability grouping of pupils within each class. By this technique pupils are permitted to, and are encouraged to learn when they are ready to learn, and to progress as rapidly as they are capable of progressing. Grouping begins even in the sub-primary class. No one quarrels with this practice, for obviously it is the sensible way to teach. However, in practice the divergence in the rate of learning increases the gap between the "slow" and the "fast," and by the end of eight or nine years that gap may be tremendous. Unfortunately, the superior teacher will stimulate the gifted children to achieve so much that the gap in his classes will become even greater. This cause of our problem we certainly do not want to eliminate.

Moreover, every boy and every girl differs from all others of the human race in mental ability, in emotional balance, in cultural background, and in all of the other hereditary and environmental accidents which affect learning. This cause of our problem is so obvious that we need not dwell upon it, except to emphasize the need of remembering it in constructing and revising our curriculums.

What are Maine secondary schools doing about the problem? In several communities trained reading supervisors are developing programs to help pupils to improve their

reading skills. In a few schools the program is designed to aid the college-preparatory pupils as well as retarded readers. The number of remedial classes is growing rapidly, also. All this is highly commendable, but teachers trained in the techniques of teaching secondary-school reading are not yet available in adequate numbers; moreover, the problem is too broad to be solved satisfactorily in any community by one or a few individuals.

Last year a few, and this year a greatly increased number, of high schools suspended classes for one or two days to consider the problem of reading with the assistance of consultants from the State Department of Education. A report of the findings of these workshops which, although they differed in detail, seem to conform to the same general pattern, follows.

After identifying the problem and discussing some of the reasons for it, the teachers agreed upon the desirability of a seven-step program to help find a solution. They also listed three imperative needs of their schools, if the problem were to be solved satisfactorily.

Step 1. That all teachers read some of the more helpful of the growing number of textbooks, pamphlets, and articles in educational periodicals, and that teachers be encouraged to enroll in the increasingly available courses in secondary-school reading.

Step 2. That intelligence and reading tests be administered to the pupils and the results made available so that teachers will know the reading status of their pupils and also their capacity to acquire reading skills. It was recognized that a ninth-grade pupil with an I.Q. of 80 might be achieving at capacity if he can read on a sixth- or seventh-grade level. Since achievement in many of the group intelligence tests depends upon reading ability, a desire was expressed for a non-verbal test to be used, when possible, for the pupils with low I.Q. scores.

EDITOR'S NOTE

In Maine, the teachers in numerous secondary schools are planning a concerted attack on the reading deficiencies of their pupils. Mr. Devitt, who explains the seven-step plan that has been adopted, is Secondary Education Supervisor in the State Department of Education, Augusta, Me.

Step 3. That each teacher adjust his course of study and his class work to meet the individual needs and abilities of all of the pupils.

Step 4. That greater use be made of differentiated assignments, exercising care to provide stimulation for the able as well as the retarded students.

Step 5. That each subject-area teacher become conscious of the need for him to assist in the reading program.

There are special skills in each area. Some literature is read chiefly for appreciation and enjoyment. Science materials yield understanding and attitudes which are of permanent value and facts which are desirable to remember. Each relevant detail in a mathematics problem needs to be isolated, listed, and used in reaching the specific answer desired by the author of the problem. Once the solution of the problem has been found, it is relatively useless for the pupil to remember the details.

Each subject area has its own terminology, so it is impractical to expect the English teacher to assist pupils to acquire this specialized and necessary vocabulary. A vocabulary section of the pupil's notebook is one of the most effective means of meeting this need. One of the best, but perhaps also the most difficult, methods is to encourage each pupil to maintain his own list of words which he, personally, would like to add to his vocabulary. Such a list may be a source of genuine pride to the boy or girl and may accomplish far more than is possible through the use of authoritarian methods.

Vocabulary and speed, however, are only means to comprehension. The chief responsibility of each teacher toward reading is to ensure that his pupils understand what they read. He must, by appropriate means, motivate them to want to read, and must help them select, evaluate, and organize ideas from the printed page for use.

Step 6. That the dictionary be used effectively and habitually.

Although dictionary skills are taught in the elementary grades, many pupils in senior high school demonstrate a surprising inability and consequently a reluctance to use the dictionary. Too many pupils are unsure of the sequence of letters g-k, and p-w. Until they learn alphabetical sequence, it is futile to expect them to find words in the dictionary. Many pupils need to be retaught how to open the dictionary to the appropriate part, to use the guide words, to read with understanding and to select the appropriate meaning, and to tune in the meaning to the context in which they found this word. All pupils need to cultivate the habit of frequent referral to the dictionary; the subject area teacher's responsibility in this process is almost equal to that of the English teacher.

Step 7. That a planned, supplementary reading program be organized and implemented.

Reading skills develop only when the child reads. The need for a planned recrea-

tional reading program in conjunction with English classes is readily apparent. Not so generally recognized, perhaps, is the value of a supplementary reading program in such subjects as general science and American history to provide developmental experience in reading and at the same time to increase greatly the pupil's understanding of the subject area studied.

To accomplish these steps the teachers indicated three needs:

1. Very greatly expanded school libraries, with a variety of reading materials on several grade levels, both recreational and curricular.
2. Provision of some of the new remedial and developmental materials now available for class work from such sources as Science Research Associates, D. C. Heath and Co., Scott, Foresman and Co., *The Reader's Digest*, Scholastic Corporation, and Charles E. Merrill Co.
3. Consideration of the advisability of remedial classes.

These Maine teachers do not know all of the answers. They are studying, experimenting, striving to develop skill in meeting more effectively the needs of their pupils for this new service. These teachers may never be completely satisfied with the results they eventually achieve; perhaps that is as it should be. Nevertheless they inevitably will make much progress—and if they are ever accused in their own communities of neglecting the reading "R" of the "3 R's" they will be able to show with pride just what their programs are accomplishing.



Save Your Tears

By RUSSELL PETTIS ASKUE

From little country schools withhold your pity—
They have the starting teachers, young and pretty;
And save your tears for scholars in the city,
Who get 'em wise, experienced, and gritty.

LETTER WRITING:

Project Becomes School Service

By

NORA BARTINE

THE WEEKLY THEME, the outlined chapter, the research paper—these written assignments are routine ones in the language-arts curriculum. Huge files of them accumulate in every English classroom. But letter writing—the *one* type of writing which almost all people actually continue to do after they leave school—is too often neglected, or is polished off with a couple of assignments and the study of a chapter in a textbook.

In our complex economic society there is need for everyone to write simple business letters. Few pupils later become executives behind an imposing desk, flanked by secretaries and dictaphones, but all have need to express themselves concisely and correctly on business matters relating to their homes, their small businesses, and their government. "All" certainly has to include the housewife, who in most homes is the book-keeper, order clerk, and budget director. Greeting cards notwithstanding, there is also still a need for people to be able to write acceptable social notes and interesting, readable letters to family and friends. Even the military services stress the importance of such letters.

Our language-arts textbooks are becoming more practical in their approach to this need. Business letters of adjustment, collection, and other far-fetched situations are being omitted. An attempt is being made to stress consistency of form and not to contradict the typing texts on minor points. The typing student, who has perhaps learned the extreme block style, should be expected in his pen-and-ink letters to conform to one of the acceptable forms for

hand-written letters. After all, he may not always have a typewriter.

Any classroom project or unit gains prestige in the eyes of the students when it is related to the "outside world." Last fall the federal postal system gave real impetus to correspondence by setting a definite date for "National Letter Writing Week." Newspapers carried brief accounts, post offices displayed posters, and department stores featured letter-writing materials. My juniors and I got right into the spirit of the thing!

I want to say at the beginning that we used "National Letter Writing Week" only as a starting date and a time of emphasis. We continued to write various types of letters throughout the year and to do regular letter assignments at intervals. I feel this plan stimulates better learning than a long, concentrated unit which is dropped when completed.

In preparation for the big week the pupils in my classes had a slogan contest. I regret that no stationery company was sponsoring such a contest—on the law of averages one of my juniors might have won, for they simply ground out the slogans at the drop of a pen. A large number of puns were also dropped, I might add. Strips of poster paper, colored chalk, and ink were available on a work table so the pupils could print their slogans. A committee later arranged them on a border bulletin board extending around the room.

As one entered our classroom during "National Letter Writing Week," he was met with such advice and information as:

Make those mailmen earn their pay.
Send someone a letter this very day.

If you like your granddad dearly,
Write a letter more than yearly.

When you take your pen in hand,
Remember the kids in another land.

A letter that you dream up
Can make somebody beam up!

A regular family letter
Keeps the group together.

Don't be a shmoe!
Write a G.I. Joe.

It only takes a stamp
To write a guy in camp.

A number of other activities were going on in and out of class. Pupils made a collection of business letters, both good and poor ones, from their homes, parents' employers, and various school offices. They also checked in the libraries for letter collections, such as *Treasury of the World's Great Letters*. Some boys and girls toured the post-office building in our city. Others had interviews with postal authorities about regulations and functions of the postal service. Their data were brought back to class in the form of bulletin-board materials or oral reports.

Some class members correlated history into the project by reports on the history of America's postal system, the Postmaster Generals of the United States, and the history of the airmail service. Art students in the class made very attractive posters depicting the pony express, envelopes correctly addressed, modern mail planes, and G.I.'s at mail call.

No text or teacher is as effective as a visual comparison, and so some pupils prepared for the bulletin board deliberately sloppy, careless, and incorrect business letters and dull, uninteresting friendly letters, arranged side by side with "model" exhibits. Many of these materials, plus some student stamp collections, were used by a committee to make the main bulletin board a very useful and interesting feature of our project.

The pupils soon found that writing business letters is comparatively easy. Rules and regulations governing correct or acceptable forms, arrangement, appearance, and even content are rather definite and standardized. Boys and girls like these qualities. In a subject which has so many exceptions, interpretations, and contradictions, they find it a relief to have something inflexible to depend on.

I demand, and get, careful, correctly prepared letters. Sloppy mistakes count heavily against the writers. It seems to me one of the by-products of letter writing is a closer attention to proof-reading, to detail, to appearance, to conciseness—and none of these hurt in other types of writing the pupils do.

I usually supplement the text a great deal by discussing with the class the pitfalls to avoid and other things to be certain to do. For instance:

"Don't bow and scrape in expressing your gratitude in a letter. Don't be old-fashioned and end your letters with 'Hoping to hear . . . or Thanking you in advance. . . .' Don't pad your letter—if you can state your business in two sentences, do it." (I find students especially worried about brevity of letters: "Shouldn't I say something else? It's so short this way.")

A rather thorough advance briefing on some of these matters helps boys and girls avoid mistakes which might otherwise discourage them if pointed out in the "finished" letters. I recommend that they plan the content of even short letters, listing points that should be mentioned, or that they put themselves in the place of the person who will answer their business letter and decide what information he would need to have in the letter. I encourage first drafts, triple proof-reading, and in some cases, pupils' cross-checking of one another's letters before I get the final copy. Of course the checking of business letters is the most rapid of any of the reading-grading the teacher does.

One of the faults I find with some texts on letter writing is that they are not practical enough for the student. They deal sometimes with highly artificial situations or impractical ones. Even a sixteen-year-old has some "business" situations of his own. A teacher often needs to supplement or even substitute textbook assignments to handle these situations.

Before the start of "National Letter Writing Week" some pupils made a survey and prepared a list of types of letters they might find a need for during their high-school years. Some of these we did during our "week" and others we covered later.

Simple letters of inquiry (about availability of data, for instance); letters of request for materials, for interviews, for suggestions; letters to high-school registrars about transcripts; letters to colleges for catalogs; letters about field trips; letters to former teachers or employers asking for permission to use their names as references—these are all within young people's scope of interest and practical use.

The application letter especially must not be overlooked. The criticism is often made that formal application letters are *passé*—that all companies use blanks which the applicant fills out. To refute this, we consulted personnel directors of six very large companies in our city and found that they like letters to supplement the forms, that they wish to know how well the applicant can use the language and can express himself on paper. I might add that the personnel directors felt that the schools should provide pupils with help and experience in filling out blanks and forms correctly and accurately, and that this help should be given in the English classes.

One day during our observance of "National Letter Writing Week" we devoted one class period to writing personal letters to friends and relatives. Boys and girls brought their own note paper and we had some on hand for those who forgot. These letters did not come over my desk,

EDITOR'S NOTE

Throughout a whole year, the writing assignments in Mrs. Bartine's eleventh-grade English classes at Will Rogers High School, Tulsa, Okla., emphasized letter writing—because that is the writing skill that the most pupils will find the most useful in their adult lives. The assignments grew more purposeful and practical as the school year advanced. And soon these classes found themselves operating a letter service for various departments and individual teachers in the school.

but in advance we did discuss how to make them more than dull comments on health and weather. A typical student suggestion was to keep a list of "things" to go in letters written regularly to friends—newsy items of community and personal activities. Another suggested the newspaper as a source of letter "ammunition" for friends who had moved away. A few said their diaries served as reminders of what had been happening.

For those pupils with no personal letters to write, we suggested letters to an older relative. Several grandparents, I'm sure, were surprised and pleased with a letter in October from a grandchild who seldom wrote except to send a Christmas card. The young people had also prepared an up-to-date file of recent alumni working out of town or attending college, and many chose a card from this file, enclosing with their letters a program sheet from the all-school show or a picture from the school newspaper.

Our favorite file was one of G.I.'s which the pupils had enjoyed preparing and continued to use all year. From neighbors, relatives, ministers, and the dean of boys they obtained addresses of recent alumni in service overseas or in this country. Even a boy with a real aversion to letter-writing sheepishly said, "Well, here's ole Doug's name! I guess I'll take him and send the

write-up of Friday's game." When "ole Doug" replied two months later from Korea, our class writer wore out the letter showing it around. In this G.I. file we also listed addresses of servicemen who wrote our city newspapers asking for letters.

In addition to these files, there are numerous address lists of foreign students which reputable agencies in this country supply to American students. "Scoop," issued by the Sub-Deb department of the *Ladies' Home Journal* under the supervision of Ruth Imler, has an available address list of teen-age boys and girls who are invalids or shut-ins.

Some of the pupils found added pleasure in letter writing through the year by occasionally writing "fan letters." I encouraged them to write their thanks for a fine assembly program, an enjoyable book or movie, or a thrilling sports performance. Some wrote the music director of a Negro choir which sang in our school. Others wrote our city's student-entry in a national contest and wished him good luck. One wrote the author of a book she especially enjoyed and she had a warm reply. Few "VIP's" are too blasé to appreciate a sincere note of appreciation from a young "fan." And many answer.

I must break in here to mention personal filing. I think it is a good habit for young people to form for present and future use, and it can well start with letter writing. As a separate file from his other written work, each pupil is given a manila folder for his class letters. As they are returned to him from my desk, he puts them into this file for reference, perhaps years later, and for immediate use when he writes his next letter. On the cover he lists the types of letters in his folder or a phrase-reminder of the gist of the letter. This is for *his* use, and this folder he is required to take home at the end of the year—preferably to keep. Into his file also go the copies of social notes he has written during the year. Later in life, when he is faced with an urgent need to

really write a letter (not select a card) of sympathy, thanks, or congratulation, or to send a "bread and butter" letter or an encouraging note, he has his own sample or model to follow.

Our letter service has been an interesting by-product of our letter-writing project, and it developed in this way. In preparation for a reading assignment planned for later in the year, the pupils and I used one day of "National Letter Writing Week" to get out over 150 letters of request. In an effort to broaden their reading horizons and acquaint them with a wide range of reading materials, I wanted the students to know more about the many magazines and newspapers available to them.

I checked through Ayer and Sons' *Directory of Newspapers and Periodicals* in the public library for names and addresses of magazines and papers. Some of the boys and girls went through the checked index and made out address file cards. During "National Letter Writing Week" each pupil was given an address card and was asked to write a letter, briefly explaining our planned magazine study and asking for a free sample copy of the publication. The response was amazing—130 publications were received, and most of the companies not complying wrote to explain their refusal.

From this writing grew our letter service, with the language-arts pupils acting as secretaries for a number of departments and teachers. The amount of free materials, pamphlets, and other data available upon request is large, and many teachers do not have the time personally to send for these. As the success of our magazine request letters became evident, we offered in my English classes to write similar letters for other teachers.

For instance, for the science department we wrote a radio station for copies of a booklet it was offering, *Survival Under Atomic Attack*. Government bulletins and some bus company map-posters were ob-

tained by us for the agriculture-geography class. Fifty copies of the excellent pamphlet, *The Miracle of America*, were obtained for the social-science classes. Regularly, the homemaking classes had lists of available free materials they needed. For the Diversified Occupations class we wrote to fifty firms in our city requesting copies of their application blanks to be used in a study of such forms and questionnaires. Our return on these was 100 per cent. Incidentally, the departments for whom we wrote letters paid the postage.

I do not feel that all this was in any way "using" the language-arts classes—except in a sensible, practical way. In fact I feel that we gained some very valuable experience. Before my very eyes I saw pupils take a real pride in their writing, partly, I'm sure, because someone besides the teacher would read what they wrote. Some young people

who would often work hurriedly and carelessly to finish a summary paragraph or test paper would, on these letters, sweat and strain over every word and phrase in an attempt to make their letters "sound right" or "look right." I am of the opinion that some of this attention to details stayed with the students.

Our unit on letter writing, which started in connection with "National Letter Writing Week," did not stay within a neat little boundary of time or text, but spread out over the entire year. Perhaps it revived the gracious art of personal letter writing and produced some facility in the writing of concise, correct business letters. If the pupils carry some of both into their activities outside of the classroom, the language arts will have achieved an important goal—improvement in the use of language in daily affairs.



Harvard Catalogue, 1830: Without Benefit of Sears Roebuck

I have before me a copy of the Harvard catalogue of 1830. There were earlier college catalogues, but I have never seen one. This catalogue is crammed with facts. No opinions are offered on anything; no counseling or guidance is even suggested.

There is no mention of any available course. The catalogue makers doubtless assumed that if a fellow had sense enough to come to Harvard he'd know what subjects to take and not go around bothering the teachers. There are no plugs for prospective students and not one subtle hint that Harvard towers high as a beacon light of learning. No opinions are offered and nothing elaborated. It's not a publication you would be much interested in unless you have a preoccupation for dry, flinty facts.

One looks in vain for any reference to a committee, so it may have been that the teachers had plenty of time for witch hunting or forays against the Indians.

In 1830 the Harvard catalogue borrowed nothing from Sears Roebuck, the chamber of commerce, and the brochures put out by the travel agencies. The

test and measurement people and the guidance staffs were then incredible allegations against the future. No provision was made for relaxation because there wasn't going to be any.

There are two things about this catalogue of which you can be completely assured. One, anything it says is a fact; two, no opportunity was missed to say it in Latin. This is truly a catalogue. It deals exclusively in tabulated fact presented in a classical perspective. All of the presidents are named from *Henricus Dunster* (1640) to *Josias Quincy* (1829); all the alumni from *Nathanael Brewster* (1642) to *Carolus Sumner* (1830); all the honorary awards from *Johannes James* (1710) to *Franciscus Wayland* (1830).

Here is perhaps the greatest compounding of classical fact ever achieved on this continent, but leaving perhaps a numb void in the mind of any bright young high-school graduate looking for a college with high standing in all the associations, and equipped with all the modern gadgets for mind and body.—EDITORIAL in *Peabody Journal of Education*.

My Pupils Slaughter Sumeria OR SOMETHING

By
MATT LAGERBERG

ONE WAY in which a teacher can satisfy the collecting instinct is to save "boners" from examination papers. One always gets a chuckle reading them, but they would be funnier to the teacher if he knew just what could be done to avoid them in future assignments.

For the past three years I have saved "boners." They were collected from themes written by twelfth-grade classes in world history. The pupils were enrolled in college-preparatory courses, for the most part—in other words, from the top third in scholastic ability, and by now have no doubt puzzled their respective freshman college teachers with their shortcomings. These 17- and 18-year-olds were good writers as high-school seniors go, but especially ingenious at twisting the King's English almost beyond repair.

Each pupil wrote a theme on the history of Mesopotamia for his final examination at the end of the first semester, continuing the story up to the conquest by Persia in 525 B.C. One can hardly blame the young people for having difficulties with composition, of course, trying to squeeze 3,000 years of history into fifteen hundred words or so. However, I tried to overcome the confusion by spending several days on a general review and preparation of a brief outline which would be used by each pupil as he wrote his theme. This served further to impress pupils with the functional purpose of outlines, a tool that brings order out of a mass of subject matter, and helps a writer provide continuity and smooth transitions from one thought to another. Most pupils seem to think an outline is a kind of busy work used for punishment, or embellishment, or just plain nonsense.

To begin with, Mesopotamia is a land located between two rivers. This thought was repeated in class many times, but in the themes it came out like this:

"The location of Mesopotamia lies between the Tigris and Euphrates Rivers."

"If you were looking at a map of Mesopotamia you would find it between the Tigrus and Euphrates Rivers."

I have preserved the spelling, punctuation, and simple grammatical errors which can at least be pinpointed for correction. But how can you show a young writer the particular mistakes in the following sentences with such precision that he won't again make the same error?

"As the two Rivers play such an important part in the nation's history, water is very important in several ways."

"Although these wars were so popular and widespread that they weakened the Sumerians they were also very active in industry and commerce."

"All the Assyrian proved harmful in the end, for the original army was lost in the long destructive wars and they were using soldiers of many lands."

These sentences don't match anything in the composition textbooks; it's like trying to match an arithmetic problem with a similar one in the books, where all problems come out even.

Here's the way the careless speaking errors creep into the written work of the young historical writers:

"The Sumerians massacred their prisoners to death."

"The Sumerians believed in gods and goddesses to which they built beautiful shrines in which to honor them with."

"The current upstream was for to strong for boats to go up so things were shippin in barages downstream."

"If the Sumerians wouldn't of fought amongst themselves they wouldn't of lost their hold."

"The story of Mesopotamia is a long one but I have summarized it up."

"In all this army was well ran and well kept."

"The water supply in Mesopotamia use to be a troublesome problem."

"Horses is the only thing which to credit them for."

"After the floods went away they would have a larger area to farm off of."

"There is very little water supply as there is hardly no rain."

"The Akkadians started right in and done a lot of difference to the civilization which the Sumerians had started."

The climate made a lasting impression upon all the pupils. They seem to understand very well that the hot sun will sap the energy of the people, but this is the way they try to express it:

"The climate of Mesopotamia is so terrible that it weakens a great deal of people."

"Many sickness comes from this heat and a lot of the people die or are so weak, I image, they wish they could die."

"The climate, as I mention before made the people so easily undefended that they were open to invaders."

One GI who had served in this area during World War II described the climate like this: "They ought to give that land back to the Indians!" But when you are writing a final examination, of course, you can't make cracks like that.

High-school seniors are still too closely tied to their home environment, with its faulty speech and its lingering infantile expressions, to become really good, formal writers. Here are a couple of examples that seem to illustrate the point:

"The clay was made into large tablets which were baked in a kiln, which is a oven which the heat gets very hot in and this would make the tablets hard enough."

"They found out later that these tablets were not too good to use to put things they wanted to keep for anytime on."

The seniors liked that word architecture but they had trouble using it correctly:

"The architecture consisted of just plain houses and nothing fancy."

"The Sumerians were great architectures and could build beautiful buildings."

"The architecture of the time was ziggurats."

"They started to build churches with beautiful architect."

But everybody seemed to loathe the word *barter* and insisted upon using the meaning of the term in a sentence rather than the word itself:

"At this time money had not been founded and trade was in exchange for something."

"This was done by a system of a bushel of grain is worth half a cow and so on."

"They trade with each other but some thing had values which was used more often."

Some pupils have a different concept of high society than I have:

"The reason for such high society among the Sumerian peoples was their development of cuneiform writing."

"This shipping and trading soon led to the invention of writing, which helped to organize a high society, an efficient government, and efficient business."

In series of words used in a sentence, the lack of parallel structure caused many pupils to laugh at their own sentences:

"The people lacked many comforts such as

EDITOR'S NOTE

Mr. Lagerberg's eleventh and twelfth-grade world-history classes recently had to write themes on the history of Mesopotamia, a region that lies between the Tigris and the Euphrates—but probably will lie there uneasily from now on. Mesopotamia may have a low mean annual rainfall, but in this case it produced a remarkably lush growth of redundancies, tangled syntax, and fuzzy thinking. Mr. L., a social-studies teacher in Alpena, Mich., High school, is familiar with the slogan, "Every teacher a teacher of English," but sees certain limitations to the idea. Social-studies teachers who have found any ways of coping with this problem are invited to submit articles on their methods to THE CLEARING HOUSE.

plumbing, bad roads, timepieces, luxuries, and only limited food."

"After one thousand years of rule the Sumerians were weakened by wars and hot summers."

"The sewage was poor plus many other things, and much of the food we eat was unknown during this time or too expensive to buy."

"Women could transact business, such as bequeath property, and etc., without a chaperone or body-guard."

"There was gods for this and gods for that and also goddess were quite important to them."

"A few characteristics of the land is scanty rainfall and the climate."

The Gilgamesh epic, with its flood story, was a popular topic for a few "boners." In class discussion a definition of epics was learned as an aid to later study of that form of literature. Here are a few samples:

"An epic which is a story depicting the radical ideas and customs of a country by telling the adventures of a national hero, does just that."

"In relation with beliefs is their Gilgamesh Legend the story of the creation and the flood."

"These myths weren't really usually true but nevertheless, they were told in epic form."

You often hear English teachers being criticized because they require pupils to

write themes without sufficient facts or thoughts to write about, to spin yarns out of thin air, as it were. In the present project, I have probably gone to the other extreme—pouring out a sea of facts and thoughts for pupils to wallow around in and "come up" with some themes. It would seem likely that in the process of organization and thinking there would also be more thought about vocabulary and sentence structure.

I feel that these "boners" come from pupils who should have been able to write better than they did. Will Cuppy was never more eloquent in original, abbreviated nonsense. Pupils are amused by their own mistakes—to them the sentences don't sound right. After reading much well-written material on Mesopotamia, pupils round out their sentences. The skill of composition is probably acquired more by imitation than by rule. Never has Mesopotamia taken such a beating in any three-year period of its long history. As a teacher, you take a beating too, trying to figure out precisely what can be done to improve this pore righting, oops, I mean poor writing.



Porterville Students Build and Sell One Home a Year

An experiment in practical shop training which has drawn national attention is the "Build-A-Home" course which has been conducted by Porterville High School and College for the past four years.

During the school year a house is planned and built, complete with plumbing and gas and electric installations, ready for habitation. The completed dwelling is exhibited at the annual Patrons' Day in May, and at the end of the term is put up for sale.

The principal objective of the course is general education with an eye to a keener appreciation of a home and a general knowledge of practical construction skills. For some of the pupils it may lead to choice of a building trade as a vocation. It is intended to cover both the basic principles of building construction and a study of room and utility arrangements for efficient home management. High-school woodworking and drawing courses are prerequisites.

A three-bedroom home was planned last year with a floor space of 1096 square feet. In order to assure completion of the project by the close of school two of the bedrooms were omitted. However, complete plans for the additional rooms were furnished to the buyer so he may readily add them after he removes the house to its permanent location.

The house, as completed with the one bedroom, was built at a cost of \$9,150 and comprises 704 square feet. Plans were made by the drafting class.

The boys in the carpentry class who worked on the building were organized under a student superintendent and foreman. The carpentry class did the building construction, finishing, and plumbing. Co-operating in the project were the cabinet class which made the cabinets, window frames, door frames and doors, and the electricity class which did the wiring.

Girls in the homemaking classes contributed plans for interior decoration.—HARRIET B. WALSH in *CTA Journal*.

Personality Traits *Dreamboats & Date-bait*

Admired by Adolescents

By
LESTER D. CROW

TEEN-AGE boys and girls are interested in themselves and in one another. They have strong urges to be with their peers regardless of sex. During their teen years certain personality qualities appeal to them and others are disliked by them.

In this discussion personality will be considered to include an individual's height, weight, intelligence, study habits, cleanliness habits, attitudes toward others, emotional responses, aptitudes, speech patterns, respect for authority, punctuality, responsiveness to the wishes of others, and numerous other habitual behavior patterns in the presence of others that are characteristic of him at any one time.

BASES OF TEEN-AGE PERSONALITY

Personality traits—rather than being largely inherited—reflect the impact of the adolescent's environment upon him and the kind and extent of training he has experienced. They are the manifestation of an individual's inner self.

The interpersonal relations of childhood tend to show marked changes as boys and girls approach their teen years. They begin to become aware of themselves and of relationships with members of the opposite sex that seemed to be lacking during the earlier years. The maturation and functioning of internal glands not only awaken new interests and urges in adolescents but result in physical and physiological changes which, in turn, contribute to changed social attitudes among them.

Adolescent attitudes also are influenced by new social pressures that affect not only the young person's peer groups but also his

adult associates. The constant interaction of these various factors tends to stimulate adolescent development of certain more or less desirable personality qualities and to build up in any one adolescent specific attitudes toward the behavior traits displayed by other young people of either sex.

SUPERFICIAL ATTITUDES

There are various relatively common notions concerning the personality traits displayed by adolescents that cause them to be liked by the opposite sex. The young folks themselves may give voice to *clichés* that do not represent their real attitude toward what they admire most in another teen-age boy or girl.

Girls declare that they "adore" boys who are "tall, dark and handsome." Sometimes they seem to prefer brawn to brains. They "fall for" a smooth line, or attempt mentally to endow one or another boy of their acquaintance with those characteristics that they believe to be possessed by a currently popular screen or television star.

Boys describe a girl who at the moment attracts them as a "cute trick." They sometimes give the impression of being repelled by a girl who shows evidence of superior intelligence or of seriousness of purpose.

Attitudes of this kind have become so much accepted among some adolescent groups that their members seek popularity by attempts to model themselves according to the standards produced by such attitudes. This behavior may or may not gain for them the admiration that they desire from their other-sex companions.

Too often, girls place undue emphasis

upon their own physical appearance. A tall girl may come to believe that she cannot compete for boys' attention with smaller, more cuddly members of her own sex. The teen-age boy who is small for his age may feel that girls regard him as "just a kid."

Some girls appear to be afraid to voice an opinion of their own in the presence of boys lest they be regarded as a kind of boring intellectual. They assume a worshipful attitude toward whatever the boy says or does in order to inflate male ego. This attitude in turn stimulates a boy to display opinionated behavior and to boast of his great accomplishments, whether or not these are based upon actual fact.

THE DEVELOPMENTAL PATTERN

Adolescent misconceptions concerning qualities admired by the opposite sex are readily understood by adults who know young people well and who therefore can recognize the reasons for teen-age struggle for acceptance.

The fact that to the age of about sixteen girls develop more quickly than do boys is a factor of great social significance. Girls tend to "look down" at boys in their own age group. They want to be with older boys. They especially want to date older boys. Before the age of 16, boys are afraid of and tend to shun girls who are their peers. Unevenness of physical, glandular, and emotional development has a tendency to interfere with a teen-age young person's struggle for acceptance.

Physically, the adolescent is passing through a period of irregular development. Both boys and girls tend to admire well-formed and well-built bodies. Hence they are extremely conscious of what appears to be their own physical abnormalities. Boys and girls may suffer mental anguish because their hands and feet are too large, their legs too short, or their faces asymmetrical. Girls may strongly desire to have their breasts develop more quickly. Boys suffer embarrassment at the acne that often shows itself

at this time. Deviations in height, weight, or other norms for their age may cause young adolescents, especially, to find it difficult to achieve desired boy-girl acceptance.

Although mental maturity may be achieved during the later years of adolescence, lack of experience may lead to difficulties of adjustment. A young person may be intelligent enough to know what can be expected of him or her in a social situation but has not yet experienced enough such situations to induce self-confidence or poise.

Adolescent behavior usually is motivated by two strong urges—desire for self-realization and peer approval, and for adult protection and approval. Some teen-age boys and girls recognize this urge for self-realization and independence so strongly that they become aware of their dependence upon adults only in times of crisis. Their struggle for independence shows itself very strongly in their relations with members of the opposite sex. It is here that we find them engaging in behavior that appears to bewilder adults unless the latter can remember their own adolescent days and the differences that exist between the qualities that young people really admire in members of the opposite sex and those that they think they should admire or themselves strive to achieve in order to attain popularity.

GIRLS' AND BOYS' COMMENTS

The suggestions in this article are based upon recent data obtained from more than 1,600 boys and girls between the ages of 14 through 17. The differences between the reactions of boys and girls at the ages of 14 and at 17 respectively are noteworthy. Selected statements of each age group are presented to give insight into the thinking of these adolescents.

The questions to which these young people were invited to respond are: What personality traits do you like in (girls) boys? What traits do you dislike in (girls) boys? What do you do to become more popular with members of the opposite sex?

Traits or qualities admired in boys by 14-year-old girls:

1. To be quite frank, the first thing I look for is looks. Then I make sure the boy is not a lemon. I like a boy who can protect me. I also like a boy who is possessive. The boy should be mature and well-mannered. I hate cry babies. I like boys who know when to kid around and when to be serious. I like a boy who does not whistle at another girl when I'm around. I like a boy to be well-groomed.

2. I like a boy who has good manners and isn't a show off; a boy who acts his age and not like a baby; a boy who knows how to get along with people; a boy who would not leave me flat when he sees another girl; a boy who isn't a sloppy dresser, eater, etc.

3. Before I like a boy I look for many things. Above all he must have a pleasing personality. That is, he should be clean and neat, courteous, kind and considerate. He should show respect for me and he should be truthful. He should be a nice dresser. I don't actually care if he's good looking or not, but of course it helps, and he should not be too forward. He should be sensible and not silly.

4. The kind of boy I admire is a boy who is clean, neat, and respected. I would like the boy to be a little taller than I am and a little smarter. The boy must also have a good sense of humor and must stick up for me. He should have good manners, not be too shy, and have a good disposition. I also admire a boy who can tell the truth, is not dull, and knows how to dance.

Traits or qualities admired in girls by 14-year-old boys:

1. I like a girl who acts like a girl and not like a tomboy, a girl who is pretty and talks nice, and a girl who doesn't hang around with a bunch of boys or tough girls.

2. I admire a girl's appearance—whether she is neat or whether she is untidy. I would like her to be of average intelligence. I don't like girls that put on too much make-

EDITOR'S NOTE

The statements of some 1,600 boys and girls, 14 to 17 years old, on personality traits that they admire or dislike in the opposite sex, are summarized, with typical examples, by Dr. Crow, of Brooklyn College, Brooklyn, N. Y. We believe that some teachers will find a use for this material in their classes or student groups. If any reader knows of a topic more likely to interest high-school boys and girls, we trust that he will drop us a note by airmail.

up or who giggle or pass notes around the classroom. I would not like her to look like something from a nightmare.

Traits admired in boys by 17-year-old girls:

1. I like a boy with intelligence, someone who knows how to talk about other things than movies and baseball, etc. I also like good looks even though they are only skin deep. The reason why I like them is that first impressions are very important and you notice a person's looks before anything else. I like a boy who is thoughtful and considerate.

2. At present I like all the traits my boy friend has: He's considerate, polite, ambitious, intelligent, punctual, kind, thoughtful, complimentary, just affectionate enough, and he has a wonderful personality which allows him to mix well with all groups of any ages. To top it off he's dark and handsome.

3. First he must be kind and considerate of me. When I go out with a boy I want him to keep up his end of the conversation. He does not have to take me to a big night club to show me a good time. We can have a good time at the movies if he is a pleasant fellow. He should be easy to get along with and be willing to earn the money he spends on a girl. He must be good looking, be a good dancer, well-bred, smarter than myself, have a sense of humor, and be able to take teasing.

4. The boy of my dreams must have a good personality, be lots of fun to be with but not loud or embarrassing in any way. Most boys feel that being loud and having a good personality are synonymous. They are wrong, since people are most usually attracted to someone who is quiet and a good listener. I like a boy who is firm and stands up for what he thinks is right. I like a boy who can easily mingle with any crowd, young or old, without feeling frustrated. Most of all I like a boy who is considerate of his date and the people he is with. I must look up to the boy I like. Therefore, he must have a sense of responsibility and be able to fulfill his obligations.

Traits admired in girls by 17-year-old boys:

1. I like a friendly smile. I like a good dresser at the right time. I like a girl with plenty of common sense at parties and dates. I like a girl to be a good dancer, a lot of fun, and to have a good sense of humor at the right time. I like a girl who does not stand on ceremony and can make the most of everything. I like a girl to have a nice figure.

2. I like girls to be neat, on time for appointments, to have a man's mechanical mind, to be able to "rough it," to be free and easy, to be able to carry on an intelligent conversation, to be adaptable to all social positions into which we may go, to be musically inclined, and to be a good dancer.

Traits disliked in boys by 17-year-old girls:

I hate a boy who is a flirt and makes passes at other girls when out on a date. I dislike insincerity. Even though I am not punctual I dislike a boy who is late for a date. I dislike a boy who uses a line to his advantage, who likes to impress you with money, who reads only comics and is proud of the fact, who is cheap, who loves to be pampered, who forgets that you are around but makes it quite obvious that he wants attention.

I dislike a boy who is a poor dancer, who constantly brags, who will take you out and then forget that he is with you, who will flirt with every girl he sees while with you. I dislike a boy who does not shave or who is a flashy dresser or who is conceited. I dislike a boy who is cheap, quiet, moody, sensitive, unreliable, dishonest, or who lies, drinks excessively, or uses profane language.

Traits disliked in girls by 17-year-old boys:

I dislike a girl who talks too much, who dresses sloppily, who thinks she is cute and isn't. I dislike a girl who gossips. I hate a girl who thinks she is "it." I hate loud mouths. I hate smokers. I hate girls who are always going to sleep. I dislike girls who talk too much. I dislike girls who talk about their last date when they are out with you. I dislike girls who like nothing but dancing, or girls who do not dance and girls who forget that they are your date.

QUALITIES THAT EARN RESPECT

Fundamentally, adolescents like members of the opposite sex who have interests similar to their own and on a comparable intellectual basis. A boy soon tires of a girl who seems to have no ideas of her own and who agrees with everything he says. A girl likes at times to be able to express her own opinions and to have these respected by a boy companion. Neither sex wants to be dominated completely by the other. In their boy-girl relations, most adolescents are willing to compromise with one another, although occasionally "hot" arguments conducted on a friendly basis are zestful.

The physically pretty girl or handsome boy may have a first advantage with members of the opposite sex, but the appeal of glamour is usually short lived among young people unless striking physical appearance is accompanied by other desirable characteristics. Adolescents want their friends of the opposite sex to be well-groomed and appropriately dressed. Contrary to common opinion, boys do not like girls to flaunt ex-

tremes of dress styles or of make-up. This is especially true on dates.

A boy wants to be proud of his girl's appearance and likes to have other boys envy him, but he does not want to be placed in the embarrassing position of having the other boys kid him about his "dressed-up doll." Girls have a similar attitude toward boys with whom they associate. Good grooming and appropriate clothing are "musts" for the boy who wants to gain the admiration and respect of his girl companions.

Recently there has been a trend toward much greater informality of dress for every occasion than formerly was accepted. Teen-age young people, however, are beginning to draw a fine line between informal dress and what they call sloppiness. Boys seem to be showing an increasing amount of disapproval of girls who wear slacks in public, especially if the girl's figure is well-rounded. Girls are demanding that boys wear sport shirts that button at the neck, except in very warm weather, and socks that do not flop over shoes. Girls also expect boys to be well-shaved and boys are becoming vocal about too much or badly applied make-up on the faces of girl associates.

Teen-age young people also emphasize the need of good manners. Boys do not like loud or aggressive girls but neither do they admire girls who are coy, engage in silly talk and giggle, or who are affected or "put on airs." Girls tend to avoid boys who assume a condescending attitude toward the female sex, who are conceited or who are "bullies." Although teen-age girls tend to be contemptuous of the boy who acts like a "sissy," they like the boy who is solicitous of a girl's welfare and who assumes a more or less protective attitude toward her without appearing to smother her own developing ego.

Femininity stands at the top of the list of desirable traits for girls in the minds of older boys. The girl must be genuinely a girl. She may be intelligent, she may be tall

or short, but if she is not willing to assume the role of the jolly, alert, easily satisfied individual who appreciates so much what men do and can do, she is likely to lose favor among members of the opposite sex.

It is the girl who can fall in line in conversation, play a good game of tennis or other sport, or enjoy a sports event, be acquainted with current events, plan a social gathering and make it move and seem to want to enjoy it, and engage in a hundred other behavior activities that make her an active, cooperative human being who is admired by her male escort.

A girl must seem to come alive when she is in the presence of others, and especially in the presence of boys, if she expects to be well liked. She cannot be a stick-in-the-mud or negative in her behavior. She must be out-going, ready and willing to do whatever is right and proper that the group is planning. She should have ideas that will assist in carrying the activities forward and should have a smile that is genuine. If the girl can radiate enthusiasm and carry the conversation in social situations that otherwise might be drab she is likely to be sought after and liked by many.

Whenever success can be associated with an adolescent boy he has one important trait that is liked by most girls. The successful athlete is usually the hero of all the girls of the school. He may have this trait and be lacking in others that are considered to be desirable for popularity; as long as he meets with success on the field of interscholastic play he rates. Unfortunately, only a few can be heroes in this way. Luckily, boys have many fine traits that are admired by girls during their adolescent years.

Boys, too, need to be mentally active and willing to go places and do things. They should join in activities to which they have been invited. They should participate in these activities without pouting and do their best to add life and success to the occasion. They should be themselves at all

times and not merely puppets of other boys or girls.

The well-liked boy is a good sportsman. He neither takes advantage of another nor permits anyone to take advantage of him. He obeys the rules of the game and plays fair at all times. He demonstrates through his behavior that he can accept an obliga-

tion even if the odds seem to be against him. He is cooperative and works as a member of a team. He is known as one who never lets anyone down. He gives attention to the interests and needs of those with whom he associates. In the long run, these are more important to a girl than the fact that he has money for a soda or a car for a ride.



Teachers' Snobbishness: A Study of Marks, Treatment, and Pupils' Social Level

Peter Stegmacher's father is the janitor in the local city hall, and his mother helps support the family by cleaning for a number of middle-class families. Their employers say that both are good, dependable workers. . . .

Robert Chase's father is a well-known local attorney, who has a small but exclusive practice. Judge Chase, the boy's grandfather, gave the family a name. But just as important was the economic security provided by great-grandfather Chase's well-chosen real-estate ventures. Robert's mother is the daughter of Dr. William Cranston, a successful physician and surgeon. She is well known and highly respected. Her social and civic activities are many. . . .

How does the social status of a child's parents affect his teachers' relations with him?

Does status make a difference in a teacher's estimate of educational achievement?

The status of a child's parents does affect his teachers' estimate of his educational achievement. For average work, Peter's performance would most probably be judged an 84 on the numerical scale, and a C on the alphabetical one, while Robert's performance, although identical to that of Peter, would be judged an 88 or a B—. . . .

This measure of the coloring effects of status upon teachers' estimates of educational achievement was obtained through a carefully controlled statistical experiment, with 270 subjects and through the use of the statistical regression. . . .

How do teachers feel toward members of the various status groups?

An answer was sought through an analysis of cumulative folders having several thousand comments concerning pupils and their parents.

Teachers' frames of reference tended to be definite and surprisingly uniform. A good child was one who was clean, neat, well groomed, orderly, courteous, quiet, discreet, and respectful of authority. He was

appreciated, too, if he were interested in "worth-while" things—books, music, art, and like activities—if he worked hard on his assignments, if he were attentive and interested in what his teachers said and particularly, if he were adept in the use of words.

Signs of badness were frankness in speech, lack of interest in school, failure to respect superiors, use of profanity, uncombed hair, unwashed or unpressed clothes, and a recognition of the existence of sex. Considerable importance was also attached to the fact that parents did or did not attend the local PTA.

These general frames of reference were modified as inter-relationships required. When pupils played the roles expected of them, teachers were relieved. Thus great self-confidence and leadership were expected of upper-status children. Lower-class youngsters were expected to know their places and to keep them.

Upper-status pupils were handled with consideration for their feelings. Commendable concern was shown for their educational welfare, and due respect was accorded their parents. . . .

Social distance is a real barrier and it must be bridged if all American children are to have an equal opportunity in education. Social status, of itself, is not evil. No society has ever existed without some status system. Social distance, however, which tends to accompany social status in modern industrial and urban societies, can cause much harm. It tends to place oceans where none need exist. . . .

The educational profession must assume responsibility for reducing social distance in the schools of the nation. It has the means to do so. All that is necessary is concerted action. That action must be taken if the democratic way of life is to survive. Social distance is the greatest enemy of that way of life. . . .—EMIL HEINTZ in *Phi Delta Kappan*.

A CORE *for the* PUERTO RICANS

By
MAX BERGER

OURS is an all-boys' general vocational high school offering instruction in a number of different trade areas. Our pupils come from poor socio-economic backgrounds. On the whole they are what are characterized as slow learners. We are not a neighborhood school, but draw our pupils from divers parts of the city.

Three years ago we did not have a single Puerto Rican pupil. Today, 35 per cent of the student body is Puerto Rican. This influx created a host of new problems.

Most of our Puerto Rican pupils were new arrivals. Their knowledge of English was either non-existent or else rudimentary. Our most pressing problem with these boys was one of language. Unless they could surmount this obstacle, they could not hope to succeed in their classes or adjust to the American scene.

When Puerto Rican pupils first began entering the school we tried to cope with the problem by instituting special remedial-reading programs, special speech classes, and additional foreign-accent speech clinics. In some cases these special classes were in lieu of regular English and speech; more often they were assigned in addition to the regular work in English.

This program worked reasonably well so long as there were comparatively few such pupils in the school. But as the influx continued, we found it inadequate. Nor did it meet the needs of the growing number of boys whose knowledge of English was so slight as to prevent their understanding what was transpiring in class. Truancy began to rise; cutting increased; teachers com-

plained of boys chattering in Spanish, and of boys who could not understand the simplest directions. In some shops, teachers used student interpreters. Everywhere there was talk of the Puerto Rican boys forming unwholesome cliques.

When we were notified in the spring of 1952 that we were scheduled to receive a new bloc of 250 Puerto Ricans in the incoming September class, we decided that this inundation would swamp us if we continued to follow the traditional approach. We therefore decided to try a new technique, strictly on an experimental basis. This new experiment was a language-centered core program for Puerto Ricans.

Inasmuch as these pupils were unable to hold their own in the regular school program when grouped heterogeneously with English-speaking pupils, we felt that the only alternative was segregated classes. Moreover, it was hoped that the longer time blocks, the life-adjustment approach, the closer teacher-pupil relationship, and the improved guidance possibilities inherent in the core program would provide more suitable and more flexible media for accomplishing the desired goals than the traditional curriculum (with which these boys could not cope). The aims of the core program were threefold: to improve language ability, to help the pupil adjust to the American scene, and to prepare him for entry into the regular school program at the end of the transition period.

Despite our desire to accommodate our entire Puerto Rican population in such core classes, we were unable to do so because

of lack of teacher personnel. Only three teachers could be spared for this program, two at the Main Building and one at the Annex. We had decided to restrict each core class to 25 boys. This meant that only 75 of the incoming 250 could be accommodated in the cores. The remainder would have to be satisfied with language assistance in remedial-reading classes and/or speech clinics.

It was agreed that the poorest language group would go into the cores, the next poorest group to remedial reading and/or speech clinics, and the remainder would have to follow the regular schedule of the school. An interview committee, consisting of our speech and remedial-reading teachers, screened all incoming pupils on the day they reported for registration. Where the boy failed to report, a tentative decision was made on the basis of his lower school records, a decision checked on the first day of the boy's appearance in person. At the Main Building, where two core classes were scheduled, the very poorest language group went to Core I, and the next poorest to Core II. Homogeneous grouping on the basis of language ability was thereby attained.

Teachers for the new program were selected on the basis of teaching ability and sympathetic approach to youngsters. It was also felt that since improvement in language was the primary goal of the program, speech teachers were the logical ones to handle the assignment. In view of the fact that the new program was entirely experimental, without fixed syllabi or texts, and particularly in view of the difficult nature of the pupil personnel and the difficulties inherent in a teacher remaining with the same group for extended time blocks, the proper selection of teacher personnel was crucial.

When our Puerto Rican core program opened in September 1952, the class remained with its teacher for the entire morning (four teaching periods plus the

homeroom period). For a high school, this was indeed a drastic innovation, an innovation which the core teachers regarded with some dread. In the afternoon, the class split up into various shops, where they mingled with boys following the normal school program. In succeeding terms, curtailment of available teacher time necessitated reducing the four-period core to the more usual two-period program, with pupils following a non-core curriculum the rest of the day. This is our program today.

None of our core teachers had ever taught core before. Indoctrination, training, and planning were essential. This was accomplished through visitation of core and basic English classes in other schools, daily conferences with the chairman, investigation of relevant professional literature, joint planning, and periodic evaluations of the program. Time for these activities was provided by reducing teaching assignments to 20 periods per week.

The entire program was frankly experimental. The core teachers themselves were highly dubious concerning either their ability to cope with these classes or the possibilities of success in the program. We were fearful that the segregated classes might create an adverse reaction among the pupils, parents, and/or community. We lacked the type of building facilities and instructional supplies normally associated with core. The language barrier posed still another problem superimposed upon the usual problems connected with instituting a core program in a traditional school.

Typical of the units that were developed as the result of teacher-pupil planning were: *Life at Murray Hill*, *Getting to Know New York City*, *Getting Along With Others*, *Planning a Party*, *Getting and Keeping a Job*, *A Trip to Puerto Rico*, *Baseball*.

In class, the sole language used was English. Our teachers were convinced that this was the best method for teaching the language. Where students failed to understand even the simplest English, pantomime

was used. The teacher of the poorest group knew Spanish, but utilized it only for comparative purposes in the teaching of speech sounds.

In order to improve parental-school relations, a special bi-lingual report card, developed along core lines, was instituted for these pupils. Bi-lingual cards and circulars were also drawn up for acquainting parents with Open School Week and Parent-Teacher Association meetings.

The experiment was originally scheduled for one term, with the expectation that it would be extended to a year if it proved reasonably successful. Beyond that we dared not even think.

Today the program is completing its second year—and there is no thought of termination. Why? Because it has solved more problems than it has created. It has provided the one approach we have found to be successful with our type of Puerto Rican pupil.

Our fears of pupil-parent reaction to segregation proved unfounded. At the very start we informed the pupil that the core program had been devised to help him. Because of this briefing and because the pupil felt he was really getting something out of the program, we have never had a complaint on the score of segregation.

From the start, the most obvious benefits of the program were in the area of guidance. Truancy, in the core classes, became practically unknown. Cutting never appeared. Attendance was excellent—far better than in the school as a whole. The holding power of the core was far higher than that of the school as a whole. General Organization membership was very high. Few of these boys got into trouble with the Dean—and this with boys who traditionally constituted the most troublesome element in the school. A close teacher-pupil relationship developed, so close, in fact, that both teacher and pupils preferred to remain together. A number of pupils have even threatened to leave school when it appeared

EDITOR'S NOTE

Within three years' time, enrolment of Puerto Rican pupils in Murray Hill Vocational High School, New York City, where Dr. Berger is chairman of the Academic Department, rose from zero to 35% of the student body. A great many of these new pupils had only a slight understanding of English. At first the school tried unsuccessfully to meet the situation with special remedial-reading programs and speech classes—and even interpreters as assistants to some teachers. The author tells how a special core program for Puerto Ricans, in which only English was used, proved much more effective.

they might be switched from one core group to the other.

The core teachers' early skepticism concerning the value of the program evaporated as the weeks passed. Their trepidation concerning core teaching techniques was replaced by confidence as they mastered these techniques. They became pillars of strength.

As for language ability, core teachers were unanimous in stating that tremendous strides had been made both in oral and written work. Moreover, the core boys had enjoyed a richer curriculum than had pupils following the traditional program.

All was not milk and honey, however. Teachers found that the language handicap made library research on special reports difficult. When the boys worked in committees, they tended to lapse back into Spanish. Suitable reading materials were practically non-existent. Teaching these classes proved taxing, and called for more ingenuity than the traditional approach. Yet at the end of the year, the core teachers agreed that the experiment should be continued.

To assure a smooth transition from the core grouping into the regular school stream, a special one-term core transition

class was created. Pupils entered this class at the end of a year in core. This class was scheduled in addition to the regular English course for the grade. The transition class was designed to provide a rapid over-view of the literary content of the English courses the core boys had missed, and to provide additional drill on items in technical English which had not been covered in core units. Interestingly enough, a number of former core pupils requested that a special foreign-accent speech clinic be established to help them improve their speech. This was arranged with alacrity.

Last year's core boys are now a regular part of the school population, following the same curriculum as their non-core English-speaking schoolmates. The absorption has been successful. It they are distinct in any respect, the distinction is on the positive side, since they are well-behaved, diligent, and successful in their studies.

Our core experiment for Puerto Ricans is continuing. New materials, new units, new techniques are being tried out and developed. We feel we have made an important step forward in coping with our Puerto Rican population.



Recently They Said:

"College Humor"

Every profession is often the object of parody, satire, or other form of humorous criticism. College professors are notorious as the butts of such jokes. The latest definition of a college professor which I have heard is that he is a "research worker wired for sound." Stories about his absent-mindedness are legion. College deans also come in for some of this. The dean of freshmen has been defined as a mouse that is trying to become a rat. The dean has been defined as a man who doesn't know enough to teach but knows too much to become a college president.

And there are, of course, some juicy ones on college presidents, perhaps among the best of which, though old, is the story of the small college which wrote to the speakers' bureau of a large Midwestern university asking for a Commencement speaker, and specifying that they would like the speaker to be no one lower than a dean, and that they would like him to be a wit. The reply in effect said that there was nothing lower than a dean, that they didn't have a wit, but if they wanted a couple of half-wits, they had a vice-president and a president who would oblige.—VICTOR L. BUTTERFIELD in *Independent School Bulletin*.

Inside the ABA

A committee of the American Bar Ass'n has urged that our schools teach the theory and practice of communism. The idea is that if the kids knew the nature of the ideological enemy they would be less likely to embrace the Soviet faith. It

sounds good to us, particularly the part on teaching the "practice" of communism. Nothing but good can come from acquainting tomorrow's grown-ups with the facts of totalitarian life today.

Still, we can hear sounds in the distance.

We can hear the staid old American Bar Ass'n being denounced as a nest of subversives out to undermine the foundations of democracy, poison the minds of the young, grind Old Glory into the dust, and what have you.—EDITORIAL in the *New York Post*.

Listening in Social Studies

Within the past few years, language-arts teachers have begun to stress teaching of listening skills. The subject of listening has appeared on programs of their organizations and the National Council of English Teachers even has a committee charged with investigation of this topic. . . .

Unfortunately, I have not been able to detect any agitation about this subject among teachers of the social studies. This is somewhat surprising when one considers the importance of intelligent, skillful, critical, and cooperative listening in such social-studies classroom activities as class discussions, committee work and reports, units, and teacher presentation of subject matter. Because we, as social-studies teachers, are the ones primarily charged with the preparation of children for good citizenship, the subject of developing adequate listening skills is of tremendous importance to us and should not be regarded as belonging exclusively to any other field of instruction.—SAM DUKE in *Social Education*.

A Testing Program's *The plan in Sharon, Pa.* EXCUSE *for* BEING

By
H. F. GRIMES

NOTHING CAN DO more permanent harm to a child of school age or to an adult in later life than to be required to do either more or less than that of which he is capable.

This is the premise upon which the Sharon, Pa., school system has built its testing program. We believe it to be a well-balanced program. We believe it helps keep us from demanding too much or too little, while at the same time strengthening the total educational effort in many other ways.

The program includes tests of mental ability, achievement, interest, aptitude, and personality, as well as a problem checklist. All scores are standardized and made a part of the pupil's cumulative record. Results of these tests are used in advising pupils and parents about courses of study and activities as well as future educational and vocational plans. They are used by committees from faculty and administration to evaluate our instructional program—to determine whether more time, improved methods, or other remedies are needed to strengthen the weaknesses. But the greatest value of such a program, and perhaps the only basis on which we can justify the considerable expenditure of time and money involved, is the extent to which it is used by teachers and counselors to measure pupil growth and ability, to determine what we should expect not only mentally, but physically, socially, and morally as well.

The first step in any adequate testing program is to determine by means of a pre-school test the "readiness" of the child for school. Of course we cannot prevent parents

from enrolling their children when they reach legal age. However, we can, and should, point out to them that all children do not develop either mentally or physically at the same rate. And we should emphasize the fact that sending a child to school before he is ready usually results in a great deal more harm than good. A child's dislike for school or the poor quality of his school work may often be traced to the fact that he was crowded into the school too soon.

Since reading is the basic learning tool, standardized reading tests are administered periodically in the first three grades. These tests are designated to indicate reading difficulties. Teachers can then intelligently plan a program of remedial work aimed at straightening out the child's troubles before they become serious. We also administer a mental-ability test in the third grade. Results of this test, when compared with results of the reading tests, provide the teacher with concrete evidence as to whether the pupil is making satisfactory progress and working up to his ability.

EDITOR'S NOTE

An adequate testing program costs a good deal of time and money. Its greatest justification, says Mr. Grimes, guidance counselor in Sharon, Pa., High School, is that it allows teachers and counselors to know what they should expect mentally, physically, socially, and morally, from each pupil. He describes the Sharon program which has been developed to accomplish that purpose.

Achievement tests in reading, arithmetic, and grammar are used in grades four, five, six, seven, and eight. A tabulation of the results will spotlight any need for additional instructional emphasis that may exist in one or more of these basic fields. A study of the scores of individual pupils is an aid to the teacher in determining whether their scholastic progress and mental development is satisfactory.

In junior high school a problem checklist, an interest inventory, and an algebra aptitude test are given. These are all counseling tools. They are used by teachers and counselors to help the pupils learn more about themselves—to solve their personal problems wisely; and to elect the senior-high-school course of study that will be most valuable to them in the light of their interests, aptitudes, abilities, and ambitions.

A general achievement test in one of the major fields (English, mathematics, science, or social studies) is administered to the entire senior high school each year. The results measure not only the aptitude and progress of individual pupils in the field but the efficacy of our teaching as well. Late in the junior year or early in the senior year a final intelligence test is given. We choose one that is generally accepted by colleges and industry; and we provide them with the scores along with any other data they may require.

A personality test, administered in the senior year and discussed in the social-studies classes, does much to emphasize both desirable and undesirable personal traits. It adds to the pupil's knowledge of his own strengths and weaknesses. When combined and correlated with all of the other information that we have assembled over the years, the accumulation not only serves as

the factual background for our final counseling interviews but provides practically all the information ever required by college or employer.

Members of the senior class may also avail themselves of the battery of vocational-aptitude tests administered by the local office of the State Employment Service. The results of the tests are tabulated and made the basis of an interview with the placement officer. This courtesy is much appreciated, particularly by those seniors who are still uncertain as to what they should do after graduation. It also better enables the employment office to aid the pupils in obtaining suitable jobs. Such a spirit of cooperation and good will certainly enables both organizations to render a greater service to the community.

In conclusion—we believe that an adequate testing program is a "must" in every up-to-date school system:

1. It provides teachers and administrators with a measure of the effectiveness of their instructional program.
2. It provides teachers and parents with the machinery for measuring the educational progress and mental growth of the pupils.
3. It provides information that will increase the effectiveness of educational and vocational counseling as well as supplying the facts required by college and industrial questionnaires.
4. And most important—it provides a yardstick for comparing a child's achievements with his aptitudes and abilities.

Any testing program which falls short of these goals is, we believe, inefficient in its expenditures of educational time and money. One which does more is perhaps guilty of extravagance.



Adult education: "Any purposeful effort not a major pursuit, toward self development, without legal compulsion."—Definition voted best by adult-education specialists in Texas, reported by H. K. Shackelford in *Texas Journal of Secondary Education*.

"Public Speaking" Usually is PARROT SPEAKING

By CYRIL H. COPE

HAVE YOU attended a high-school public-speaking contest lately? I've just come from one. It followed the traditional pattern and it took me back many years to the days when I was a high-school pupil tremulously participating in just such affairs.

The contest had that air of formality so characteristic of these occasions. On the stage were the contestants, seated in a row facing their audience and nervously awaiting their turns. In the audience were parents, teachers, and judges. The grave faces of the judges informed everyone that they were fully aware of their responsibility.

One by one the pupil speakers were called upon and presented their speeches. The audience was sympathetic. They felt sorry for Joe Mugwump, the boy second from the left. He hadn't been called on yet and he was looking like a doomed man. Their hearts went out to Bill Bemis, that good-looking, curly-headed boy who kept forgetting his lines. They nodded in agreement when Henry Hoskins, speaking on the problems of farming in the arid regions of the West, dramatically asked, "Where would the farmer be without water?"

The speeches were all memorized—more or less—and the normal idealism of adolescence was amply manifested by a preference for high-sounding phrases. The thought occurred to me that we as a people have been going through an adolescence in which we have been prone to speak in terms of ideals, and in which we have shown an inclination to use and listen to high-sounding phrases.

This is not going to be a diatribe against lofty thoughts or magnanimous expressions.

It does seem to me, however, that our young people should be encouraged to develop inquiring minds. Are they not presumed to be seekers after truth and future defenders of our democracy?

That's why I liked the idea at this public-speaking contest of permitting members of the audience to ask questions. There's nothing like a well-chosen question to put a speaker on his mettle and give him a chance to show that he knows what he's talking about. But wait till I tell you what happened.

It was Jimmy Dilly's turn to speak. He remarked that the value of money in other countries should be made equal to the value of our money. Why did he think so? Because our high cost of living was forcing visiting exchange teachers to live quite simply whereas American exchange teachers abroad were able to live lavishly. Jimmy expressed sympathy for the plight of the visiting teachers and thought something should be done about such inequalities in pay.

At the conclusion of Jimmy's speech, one of the teachers in the audience asked him

EDITOR'S NOTE

Mr. Cope is concerned with the matter of whether we are teaching our pupils to think. Take our public-speaking contests, for instance. They are good opportunities to encourage or even force pupils to try to do some thinking—but not, says the author, when they consist of memorized high-sounding phrases. Mr. Cope teaches in Lassen Union High School, Susanville, Cal.

how he would propose to make the value of money in other countries equal in value to our own. The question didn't floor Jimmy. In fact he didn't even bat an eye. He just looked at the teacher and said, "I'm not a scholar." It was the teacher who was flustered. She apologized and said she was afraid she hadn't asked a fair question. Jimmy had met the challenge with a simple, direct, and honest answer.

When the last speech had been given, the judges retired to a small adjoining office. They emerged fifteen minutes later and announced that Jimmy was the winner.

I shuddered. Visions of political campaigns past and political campaigns to come passed before my eyes. I pondered the power of the slogan. I thought of the thousands of sidewalk and armchair economists. ("Waal, I'll tell ya what this country needs . . .") I could see Jimmy joining their ranks. ("Waal, I think we oughta do this . . . or that.")

By now you must surely conclude that the significance of these observations extends well beyond the scope of the little public-speaking exhibition to which I was a wit-

ness. Indeed yes. Our very survival depends on our willingness to attack systematically the problems that confront us daily, each of us contributing in his small way to the progress of all.

Let's try to be constructive in our criticism of such high-school public-speaking contests as the one I have just described. First of all, I'm sure we'll all agree that these contests are here to stay. But what about the practice of requiring, encouraging, or permitting memorized speeches? Would not the time and effort spent in memorizing be better spent in research? In gaining a better grasp of his subject, would not the contestant be better fulfilling our basic educational aims?

And what about speakers who rashly make statements without having satisfactory answers to the questions which those statements quite normally evoke in an intelligent listener's mind? It is easy for a speaker to propose that we do this or that, but to offer convincing evidence of the feasibility or practicality of a proposal requires study.



How to Sell Literature to "Nearly Every Student"

The best way to teach literature to high-school students is a problem that never seems to get solved. People who are entrusted with the job of doing this teaching seldom, if ever, have any doubts of the importance of their job. But, unfortunately, a great many other people, including too many students, do have doubts about it. . . .

I think we may as well admit that, by and large, high-school students and the rest of the general population are unresponsive to the aesthetic approach to anything.

Assuming this dismal truth, what are we going to do about it? I don't pretend to know. I do think, however, that the aesthetic approach to literature in the high schools may as well be given up, to a large extent, in favor of an approach that has a far better chance of success. . . . The alternative approach is obviously the social approach. . . .

[The teacher] can sell his course to nearly every student in the class if he lets his students see that they are learning through literature something true about life. . . .

It hurts me to appear to speak ill of beauty. I am personally very fond of it when it is wedded to real substance, but professionally I do believe we have reached a point where we should stop playing around with it and get to work on a serious social approach. Few of us are equipped to do a good job with beauty; nearly all of us are equipped to do a good job with the social approach to literature.

We can bring more life to the classroom and be more alive ourselves if we approach literature as a fascinating and clarifying reflection of life as seen by people who were really looking for it.—ARTHUR F. GIDDINGS in *The English Journal*.

A reply to Arthur W. Reynolds:

Let's End Education's Current CIVIL WAR

By

WESLEY P. CALLENDER, JR.

FOR SOME TIME NOW educators and non-educators have been taking pot-shots at one another over the issue of education in American secondary schools, as every literate person must now be aware. From my point of view, this is unfortunate. Recently, a new tack seems to have been adopted by some educators that appears to me to be even more disheartening.

I refer to the "Civil War" which is developing within the profession itself, in which certain educators are attacking other educators. Specifically, some public-school men who are disturbed at the unfavorable comparisons being drawn between their schools and private institutions now seem to be lobbing loaded charges at the latter.

It is my feeling that the interests of education can best be served by a united front of those in the calling, by men who will try to justify their actions and feelings by results, and by honest, constructive discussion of education as a whole, rather than try to defend one branch of it by tearing down another.

In the original dispute, I believe that certain of the criticism levelled against present educational policies by people outside the profession has been expressed in a somewhat distorted, unfair manner. In some cases this is due, no doubt, to the fact that the authors of the articles were professional writers who found the national commercial magazines infinitely more hungry for material couched in sensational tones.

On the other hand, I do not believe educators have always helped their own cause.

There are, among the critics of our schools, many whose personal characters and positions make them eminently qualified to judge our work, and whose criticism should not be dismissed or denied in the glib, the humorous, or the sarcastic manners which some of our schoolmen have adopted in attempting to defend their schools and the schools' products—the students. And now, by declaring the aforementioned "Civil War" on other branches of secondary education, I do not believe we are aiding the situation.

For the specific situation mentioned—attacks on private schools by men in public education—we can take as an example an article which appeared in *THE CLEARING HOUSE* some months ago ("Have Private Schools a Monopoly on True Education?" by Arthur W. Reynolds, in the February 1954 issue).

I have no doubt that the writer of this article is an honorable gentleman who is sincerely interested in aiding his profession. But, let's see if I can illustrate by his article some of the changes I believe to be necessary if we really are going to make the best possible case for *all* American secondary education. That is, of course, insofar as we can make a case for education simply by writing or speaking for it. Our only *real* case is in the pupils we produce.

In the February article the author makes a charge which both sides in the educator vs. non-educator controversy have tossed at each other for a long time. He writes, "Somehow or other so many of these attacks

on the public schools are made without taking a look at the facts. If these erudite gentlemen would only get out of their ivory towers long enough to see what is actually going on they might be less hasty about drawing incorrect conclusions."

Aside from the weather-beaten appearance these much-used ivory towers are assuming, is it fair, or wise, to infer that the opposition is primarily composed of persons living in this remote state, thus rendering them unqualified to criticise, when it must be clear that much of the criticism emanates from college professors and presidents who get our students when they leave us, and from the employers for whom we are presumably training them?

When they find those young people wanting in any respect, can we cry "ivory tower" and retire, feeling we have justified ourselves? Too often, it seems, those defending education feel this is all that is necessary to quell the impertinence of any further questioning of educational practices. We claim the critics do not know what they are talking about; they claim we do not know whereof we speak. Where does it leave us? Rapidly going nowhere.

Further, the writer of the article under consideration states, "If public-school faculties are inferior, how can they produce such satisfactory results?", and then points out that, in college-entrance exams "our boys and girls do well . . . and when they get to college they stay there as long as private-school pupils."

If the results are as satisfactory as stated, for those going to college, then how do we account for the criticism from those on the college level, who report such situations as having to give high-school courses in the freshman year of college because students are unprepared for regular college work. Or, is the mere fact that the students "get" to college satisfaction enough? If it is, then we of the secondary level *should* be criticised.

Then, the writer reported an "odd slant":

the case of a boy who had attended his public school for two years (and, we might presume, other public schools for the previous eight years) and then transferred to a private school. When the boy went on to college he flunked out, and gave as his excuse, as the writer reports it, his feeling that in public schools boys "learn to stand on their own feet all the way, whereas private-school boys are nursed along up to graduation, then suddenly thrown out on a world they are not prepared to meet by themselves."

If, in the two years that the boy attended public high school—and presumably in the eight years before, also—he had *really* been taught to "stand on his own feet," could two years of any type of "nursing along," anywhere, have damaged him? If we really teach pupils self-reliance, is it not going to carry over into the vicissitudes of life, or is it something we see—or think we see—only in our school?

Perhaps one of the most pertinent statements in the article, for my point, was the observation, "If the public at large appreciated what the public schools are actually accomplishing, these silly criticisms would never be written." If the "public at large" does not "appreciate" our accomplishments, then how do we know we are really accomplishing anything? Remember, that "public" includes our friends in higher education, in business, and so on. To label their views, indiscriminately, as "silly criticisms" is one of the attitudes too prevalent in our thinking these days for our own good. We are not being fair to our critics or to ourselves when we dismiss their feeling this lightly.

If such factors as unsatisfactory faculties, caused by budget inadequacies, and poor building facilities are keeping us from doing a good job of education, then let us admit that frankly, and tell the public *they* have to do something about it. It only serves to confuse the issue if we claim in one breath that we are doing a fine job, for which there can be only "silly criticisms," and then in the next breath bemoan the

factors which greatly limit what we can do, saying, "If the public really understood our problems . . ." then they would think we are doing a good job. Let's face it. Regardless of reasons, we are or we are not doing a good job.

The quickest way for schoolmen to get action useful in overcoming some of our difficulties will be for us to agree that much is left to be desired in our educational systems today, and then tell what is needed to overcome these weaknesses. We will not get better support easily if we keep insisting we are doing an excellent job, without qualifications, giving the impression that we do not really need higher salaries for teachers, more efficient buildings, and so on down the list.

Another example of a remark not calculated to endear schoolmen to the hearts of their contemporaries is typified in one of the concluding statements of the article, where the writer says of schoolmen, "But I suspect that what we're really going to do is to keep right on with our jobs, ignoring the jackals who are howling outside our doors." People, I fear, do not appreciate being called "jackals," or being "ignored." And our cause suffers.

There are various points I would like to discuss about this article in which I am not sure the private schools got a "fair shake," but I will do no more than mention a few here.

For one thing, in his criticism of private schools the writer seems to restrict himself to those that are "segregated," i.e., restricted to all boys or all girls, and those of the boarding type. Whether or not his criticisms on the basis of those restrictions are valid, we must not forget that numerous private schools are co-educational, and many have all or part of their student bodies attending as day students, as in the public schools.

In trying to show the superiority of public schools to private ones, the author cites the fact that some teachers have transferred from private to public schools, having

EDITOR'S NOTE

Mr. Callender sees a fratricidal war developing between the branches of education in certain recent statements and counter-statements about the relative merits of public schools and private schools (independent schools, to use the more precise term). Taking as his case in point Arthur W. Reynolds' "Have Private Schools a Monopoly on True Education?" in the February 1954 CLEARING HOUSE, in which Mr. Reynolds replied to various recent pro-private school criticisms of the public schools, Mr. Callender calls for a united front of all branches of education against the pressures from without, and an end to the "Civil War." The author has most recently taught in Pleasantville, N. Y., High School.

"found more satisfying teaching situations" there. An investigation, I feel, would show that perhaps the most satisfying situation is connected with the higher salaries usually to be found in the public schools. My experience has revealed few other advantages in the minds of many such teachers.

Like the article's author, I feel somewhat qualified to speak on this point, because I, too, taught in a private school, but am now in a public institution. Further, I think the writer should note, there are also former public-school teachers now in private schools because they find it more satisfying there, despite the fact that they are getting less cash for their services.

Certainly, as the article claims, many public-school children do well in college, but, as someone has pointed out, public schools get such a large proportion of the nation's crop of youth that they are bound to get many good pupils, some of whom would do well anywhere. The question here is, do present-day public schools help these better students achieve their *maximum* performance? You will recall that some of the criticism lately has been the claim that the public schools are *not* doing

right by the gifted child. Sure they'll do well in college. But might they have done better?

Last, I should note one of the article's main points: private schools possess a better "publicity agent" than the public schools. It seems to me the private institutions do only a tiny share of the advertising that other private businesses have to use. Since pupils are not forced to go to them, they have to let people know where they are, usually in polite little ads in the school and college sections of good periodicals. "Beautifully illustrated catalogs" which the schools issue are not, to my mind, an unfair or misleading form of advertising, and they usually go only to people already interested in the school, not to the general public.

Private schools, then, get their pupils because they choose to go there. How full would public-school classrooms be if pupils were not forced to fill them, to say nothing about their having to pay to attend?

I hope these words will not be construed to constitute additional shells in this "Civil War." I am simply endeavoring to point out that there are two sides to this controversy over education.

We in the educational field must respect the public's point of view, meet it, and answer it with forthrightness and dignity. While the non-educators may not always be right, or as accurate as they might be, that is no excuse for us to shun a proper regard for the issues in the controversy knocking at our school-house doors.

♦ Findings ♦

DOCTORATE: As of 1950-51, some 80 U. S. colleges and universities offered graduate programs in education leading to a doctor's degree, says Selby G. Clark in *Phi Delta Kappan*. Twenty of these schools offered only the Ph.D. with a major in education; 16 offered only the Ed.D., and 44 provided for both degrees. The first Ph.D. degree in education was awarded in 1892 and the first Ed.D. degree in 1921. A sampling of years shows the sharp increases in doctorate degrees awarded in education: 6 in 1908, 61 in 1920, 400 in 1930, and 933 in 1951.

The programs for candidates for either of the degrees vary widely among the 80 schools: 84% require two foreign languages for the Ph.D., 6% require one—and apparently 10% by-pass this requirement. Some 10% of the schools offering the Ed.D. specify two foreign languages, 13% require one, and 77% none. Qualifying examinations must be passed in only 61% of the Ph.D. awarding insti-

tutions, and in only 75% of the Ed.D. awarding schools. In 2% of the schools there is no final examination for Ph.D. candidates, and in 10%, none for Ed.D. seekers. In none of the schools can you skip preparation of a Ph.D. thesis—but two institutions allow an alternative for Ed.D. candidates.

The most widespread dissatisfaction expressed by administrators of doctoral programs concerned methods of admitting and screening candidates. Among 312 recent recipients of doctor's degrees who responded, the chief gripe was about the foreign-language examinations.

ATHLETICS, PURPOSES OF: Recently 269 colleges and universities reported in a study of the chief purposes of the college athletic program, says Elmer D. Mitchell in the *Quarterly* of the North Central Association of Colleges and Secondary Schools. The result was a pious list of purposes—and a surprising lack of common ground for any of the purposes among the colleges.

"Health" ranked first, mentioned in 30% of the replies. In fourth place with 21% was "Training in clean competition and sportsmanship," and sixth with 15% was "Character training and citizenship." Mr. Mitchell has his doubts about those two purposes, in the light of what colleges are actually doing. He points out that "Financial profits" and "Public entertainment" were never mentioned once.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

A Community service:

Giving Parents Advice on REFERENCE SETS

By EDWIN R. BOWMAN

BECAUSE of the television presentations, the published advertisements, and the claims of the canvassers who call at the homes with the "best" encyclopedias, the average parent is often in a quandary as to which reference set would be most helpful to the family. It is the opinion of the writer that the school has a certain responsibility to present to the home some criteria to be followed in making a wise choice.

Recently I mentioned to a local librarian that a man of my acquaintance had just purchased X encyclopedia, a very fine but very technical reference set, for his ten-year-old daughter. With a look of horror, the librarian exclaimed, "Oh, no!"

Some years ago, my wife and I made the same mistake that is being made by hundreds of families today. We bought what we thought was a fine reference set; we paid a lot of money for it, "so it must be good"; we bought it because the publisher's representative called on us and told us it was just the thing for our growing family. Well, as time went on we discovered that our children were not able to make much use of this set—their mother or I had to help them whenever they attempted to use it in connection with their school assignments.

Finally, I mentioned our disappointment to a friend of ours—a librarian, whom we should have consulted in the first place. She explained that we had purchased what the library profession calls a browsing set; it was never intended to serve as an encyclopedia. Then and there I became interested in the field of subscription books.

I now know that there are different types of reference works designed to serve different purposes. If a man is in need of a technical encyclopedia, there are several good ones available. But he certainly should not impose this type on his children.

If one wants a reference set that will be used only by the adult members of the household, perhaps he might wish to give consideration to the purely adult non-technical sets.

If a father wants a reference set that will be used only by his children in the lower elementary years, he might wish to give consideration to a large-print encyclopedia. But he should be aware that this kind will have to be replaced by something more advanced in a few years.

As some people know (and all educators should know), the best way to be sure of a good book investment is to consult librarians. These professional people are trained in reference work and are capable of giving excellent and reliable information. I would advise that before a reference set is purchased the parent consult not one but three or four librarians, and that their composite advice be followed.

Some of the points that a librarian takes into consideration in examining an encyclopedia are: (1) Is the arrangement of the material such that facts can be found easily? (2) Is the material accurate? (3) Are the articles up to date, and can this reference set be kept up to date? (4) Does this set include everything of educational significance? (5) Are the illustrations plentiful

and of good quality? (6) What is the reputation of the publisher? (7) For what age levels is this encyclopedia suitable?

1. *Is the arrangement of the material such that facts can be found easily?* A reference set that is truly encyclopedic has the material arranged in either of two forms: alphabetic and topical. Although each arrangement serves a purpose, the alphabetic is the most widely used.

2. *Is the material accurate?* A reference set that cannot be relied upon is hardly worth using. As a special feature, some works have signed (or initialed) articles. A list of contributors is available so the user can determine how authentic the articles are. A careful check and comparison of a few subjects with which the examiner is especially familiar will give a good idea of the accuracy of the set.

3. *Are the articles up to date, and can this reference set be kept up to date?* A good encyclopedia should be usable for a long time. The publication of a yearbook or annual supplement is commonly considered a must. With such rapid developments in science, and with such frequent changes in the political field as there are today, the availability of new material is highly important.

EDITOR'S NOTE

Many parents are at the mercy of salesmen and commercials that filter in over the air when it comes to selecting the right kind of encyclopedia (and a good set of that kind) for the children's use or the general use of the family, says Mr. Bowman, who teaches in New Rochelle, N. Y., High School. School librarians could provide patrons with criteria for selecting reference sets that might prevent them from wasting large sums of money on the wrong set. The author, who explains what schools can do to meet "a certain responsibility" in this matter, is not theorizing. He got stung on a reference set himself.

4. *Does this set include everything of educational significance?* A complaint of some young people is that the encyclopedias at their disposal do not contain all topics they need in their school work. This is a common fault of some of the "hack" or "commercial" products. Good coverage is important in the encyclopedia to be used by the school boy or girl.

5. *Are the illustrations plentiful and of good quality?* All of us learn more easily when we are provided with good illustrations; a large number are essential in any reference set intended for the use of children. If color is used (and certainly this is desirable), it should be of a high quality.

6. *What is the reputation of the publisher?* The reputation of the publisher over a long period of time is also a matter of importance. With a little investigation, it is always possible to determine the reliability of any business concern.

7. *For what age levels is this encyclopedia suitable?* The librarian, and especially the school librarian, is conscious of the suitability of a book to a particular age level. Technical material may be presented to the elementary boy or girl if it is written in language that the child can understand. Most adults also prefer to have their learning presented on the layman's level.

In all probability, only a small percentage of the buyers of encyclopedias are willing to make a careful examination and comparison of the various sets on the market. Therefore, the schools can render valuable assistance by making available to pupils and their parents a list of things to consider—but with the underlined suggestion that they consult the school (or public) librarian. Such information might be distributed by the PTA as part of its adult-education program; it might be circulated by the school library; or it might be made available through the homerooms as a special school service.

In addition, every teacher whose students

must make frequent use of reference books (I have in mind especially the teachers of English, social studies, and the sciences.) should spend some time acquainting his pupils with criteria such as that listed in this article. But it is up to the school administration to see that the teachers are well informed in the matter before they are encouraged to undertake this counseling task.

I know one school in which, on a recent English examination, the teacher made reference to Z encyclopedia as "the most widely used reference set." Publication of the set in question had ceased in 1929, and

the school library did not even have an old edition. Obviously, this teacher was not well acquainted with the reference-book field.

In most elementary schools throughout the country, it appears, class instruction in the use of reference sets begins in the third or fourth grade. This probably is the ideal time for that bulletin of criteria to reach the home; it is at this time that the child is most enthusiastic about the new undertaking. But always there should be appended to the list of suggestions such advice as: "Before purchasing, consult your librarians."



Physical Injury in Histories of "Mental Defectives"

After a school psychologist has tested nearly 20,000 children and heard the past physical history of very, very many, he comes to the conclusion that there are no mental defects but only serious physical hurts. "Mental defect" is probably only a descriptive name for a condition, very real, baffling, disturbing, which we see but cannot explain. Full statistical records might not be convincing, but if among more than 5,000 whose behavior was in some way—mentally and socially—unacceptable, nearly 2,000 had a history of serious physical hurt, perhaps the others whose responses were just as unsatisfactory but who had no adequate known history were also in some way physically hurt children.

It would lift a great burden from the hearts of parents if some day some one could statistically or experimentally justify the psychologist's conviction that all our faults—also those we call mental—are physical, and no more to be ashamed of, or hidden, than are atrophied muscles or spastic movements; and like the visible hurts are conditions to be managed bravely and with determination, as a matter-of-fact way to act. Physical defects are not shameful, but we expect to do all we can for them and then learn to live with them.

We cannot callously forget, as we do now when we call a fault hereditary, that growth from ovum and sperm, through conception and prenatal development to the child we are to teach, is fraught with dangers which can change or limit the endow-

ment that was handed down. No matter how dull a person is, no one can be sure that what he now has is all that he inherited; no matter how bright another is no one can be sure that, even so, he has not lost, in the long journey from his microscopic beginnings to the present, some of his full inheritance. No person can become anything that his physical parts do not make possible, and the physical can be hurt in many ways. The brain too is physical.

It is possible for a beautiful and seemingly perfect body to house the results of unseen injuries so serious that learning is difficult, limited, or impossible. Perhaps we cannot prove a hurt but it is observed over and over again that when the possibility of injury is accepted and parents aim to adjust to the talents their children still have and do not expect material achievements to match the body appearance and the family traditions, the children manage acceptably in life.

It has often been said that half of the known "defectives" are the offspring of "normal" or superior parents. Many of these are known to have physical injuries, and perhaps all "defectives" are merely hurt children too. It is more encouraging for teachers and the children themselves to believe that slow learners are physically hurt and not just lazy or disagreeable, or, what is worse, mentally deficient for a hereditary reason.—MYRTLE MANN GILLET in *Peabody Journal of Education*.

BUSY, BUSY, BUSY:

I'm sort of the school's conscience

By

WILLIAM PLUTTE

OH MY! Am I glad to be back in school again!

Let me tell you, this past summer has just been a big bore. The vacation dragged along until I was ready to burst at the seams.

However, here we are again, all ready for another great year, and I just can't wait to get started.

Oh my gracious, the plans I have for the year will surpass anything that has ever ever happened. Yes, I do believe I will outdo even last year's wonderful experiences.

Did I tell you everything I accomplished in the last, and, up until now, my busiest year? Oh no, of course not; I haven't seen you before, so how could I have? Dear me, the anticipation is just setting me off into a tizzy. And getting me mixed up.

Well now, just you sit down, and I'll try to cover the high points of those wonderful last two semesters.

I suppose you could look upon my work as a sort of a school conscience. Believe you me, I do not feel much would be functioning properly, if I weren't willing to spend a great deal of my time in pointing out the errors those teachers make so easily.

EDITOR'S NOTE

The speaker whom Mr. Plutte so industriously records must be familiar to most high-school people who have been around a bit. She is the fly in the ointment, the speck on the fruit, the up-pointed tack in the chair seat—but almost never, unfortunately, the corpse in the murder mystery. Her historian, Mr. Plutte, teaches in Portola Junior High School, El Cerrito, Cal.

Take that first display Mrs. Smith set up in the school lobby. Do you know that all those other teachers didn't have nerve enough to comment more than "How nice," until I finally caught her in the lunchroom and pointed out her error in using that terrible shade of yellow paper with those green leaves.

I think little helping hands do much for building school morale; Mrs. Smith surely must have agreed, for she thanked me sweetly, and it made me feel a bit proud (even a little vain), when she told me that, of all the teachers in school she knew she could count on *me* alone to notice something as important as that.

Well, after such a nice start it didn't take me long to really get going. One of my most difficult tasks was checking the school paper. Oh, the hours I spent on each edition after it came out. Many times it was midnight before I completed my tally of errors and typed it for Mr. Jones.

The sincerity with which he received each of my memorandums was payment enough for those evenings. Still, I do believe I almost became angry when he asked why I didn't proofread *before* it went to the press. After all, it was his task to turn out an errorless paper; I felt my obligation went no farther than to point out his mistakes in the finished product.

Don't you agree, of course?

I suppose you would think that that undertaking would be sufficient for most people, but I felt so many teachers, who were in charge of extra activities, needed my assistance, I just couldn't let them down. Dear me, no.

As another example—time after time I sat through silly assemblies, with my notebook, and jotted down the flaws in the programs. However, that snippety Miss Brown almost caused me to abandon that project when she mentioned she would be happy to have me assist her with assemblies. As if I weren't busy enough with all my assisting of so many other faculty members.

But I let my personal feelings drop, and I stuck to the job of criticizing each assembly. However, to show Miss Brown that I resented her attitude, I turned the notes in to her in longhand. However, live and let live; I have forgiven her, and this year I intend to type all the comments. She really needs someone to help her—she is so, shall we say, inept at producing satisfactory programs. But then, she is so young, I suppose I must suffer at least another year.

Oh—don't leave yet; I want to explain a few other ventures of mine. Like my comments on school dances, plays, and the yearbook. Oh that yearbook!

Truthfully, I had four pages of notes for

Mrs. Black and Mr. Green, the sponsors. Gracious, it was one of the poorest examples of a school annual I have ever seen. And, confidentially, I didn't even take into consideration the fact my picture was so horrid.

There were—do you really have to leave? What a shame. I have so many things to tell you. I would like—I *beg* your pardon! *Me* sponsor an activity? How ridiculous! Young man, were I to waste my time sponsoring some fool organization, just how much energy do you think I would have left to help all these others?

They WHAT! Might be able to struggle along? I see you have a lot to learn about teaching, humpf!

Just how successful would all those projects be if I weren't willing to point out the flaws?

And—how rude! Walking off like that! Oh well, I must forgive him; he is new and probably upset.

I wonder what that was he mumbled as he left? "Something about 'old boat.'" Now, what was that? H-m-m-

♦ "Swap Sheet" of Wyandotte Teachers Club

"For Sale: Upright Westinghouse vacuum cleaner, \$10, and Hudson hand vacuum cleaner in good condition except it needs new belt, \$5. K. Woodward at Roosevelt or call AV 2-7498."

This could be an ad in the classified section of your daily paper. It produced results—both cleaners were sold within a few hours after the ad appeared, and several prospective buyers were disappointed because they called too late to purchase the advertised items. Actually, the ad appeared in the Wyandotte Teachers Club unique service to its members—"The Teachers Club Swap Sheet."

The "Swap Sheet" came to life in the fall of 1952, when it was found that many teachers in the system were interested in selling or swapping items of value instead of allowing them to go unused in the basement or attic. The services committee decided that a simple liquid duplicator process would be best to provide enough copies for distribution to all teachers. From there on it was a matter of gathering ads. There was no regular date of publication—the "Swap Sheet" was published whenever there were enough items to fill one 8½ x 11 sheet.

Others items of interest to teachers were also printed: fellowship announcements which were brought to the attention of the committee, tour information, special group meetings, and the request of members for help in spring cleaning or moving. If any urgent advertisements came up, a special memo was printed and distributed. We also put out a special edition before Christmas to provide those teachers who were engaged in some business outside of school with an opportunity to advertise their Christmas items.

When the number of ads in the files was nearly adequate, a notice was sent around to all schools in the system that the "Swap Sheet" would be out in the near future and that if there were any more ads to be inserted, they should be in by the deadline date.

We had a lot of fun with our "Swap Sheet" and provided many of our members with the opportunity of selling or of getting some items they wanted or needed. It has more than fulfilled its purpose. Why don't you try a "Swap Sheet"?—EDWIN WEBER in *Michigan Education Journal*.

A FRIENDLY 9 ways to create it Classroom Atmosphere

By
WILLIAM M. LAMERS

IN THE THIRTEEN years that I have been walking through the classrooms of the Milwaukee Public Schools, I have noticed that invariably the friendly classroom atmosphere coincides with the best teaching and best learning. All learning should be a process of creative self-discovery, creative self-expression, and therefore, a joyous experience. In the creation of the friendly classroom atmosphere, the teacher is the prime mover, largest segment, sustaining force, the irreducible and irreplaceable minimum. From watching excellent teachers work I gained the following nine suggestions:

1. *Close the door.* Close the door on what happened to you before breakfast, on the way to school, the night before, 25 years ago. The children are not responsible for your family troubles, the surliness of the bus driver, your dead battery, or other circumstances. Don't make them scapegoats or whipping boys for extraneous troubles. They deserve a break. When you close the

classroom door, close other doors as well—with this exception—if you can bring sunshine with you to the classroom from the outside, keep the door open.

2. *Don't nurse yesterday's wounds.* Any teacher will receive a certain number of wounds, large or small, on the classroom jousting ground. But end each day's jousting with the afternoon bell. Teachers are selected from adults because, among other things, they are possessed of an adult viewpoint and as adults they know that a running fight that ends with an afternoon truce and begins with a morning challenge is an unprofitable way to live and to teach.

3. *Smile if it kills you.* If you think it will, you are wrong. It won't Dale Carnegie suggests, "Always act the part you want to play."

4. *No bass or falsetto, please.* Don't scream and don't growl. Cultivate the voice that smiles. If you have never recorded your own voice, do so at the first opportunity, imagining yourself in many situations. Attempt to reproduce the qualities of voices that you would use when you are good natured, frustrated, angry. Force yourself to listen to the recording 15 or 20 times in a row. "Oh would to some god the giftie gie us to see ourselves as others see us"—and hear us. When I think of the finest teachers I know, I hear with my inner ear, unfailingly well-modulated voices, beautiful with never a growl or a scream among them.

EDITOR'S NOTE

As assistant superintendent of schools in Milwaukee, Wis., Mr. Lamers has visited a multitude of classrooms. Having been impressed by the good teaching and the amount of learning that seem to go with a friendly classroom atmosphere, he set about studying just how excellent teachers achieve that atmosphere—and offers nine suggestions.

5. *Put sugar on sour apples.* Cultivate sweet thoughts and sweet words. Say the pleasant thing easily, the unpleasant with difficulty. When you speak that which hurts, do so because good will result to someone other than yourself, and then make sure that your actual and verbal reluctance is apparent to all men.

6. *Politeness is lubricant.* It is also a mark of coming of age.

7. *Wink the eye.* If in social development the members of the class possessed your maturity, there would be no need for your presence as a teacher of social competence. If they surpassed you, they should be the teacher and not you. The progress of learning is from the less to the more perfect. For this reason you do not answer minor uncivility in kind.

8. *Keep looking up.* One of the strongest factors in social growth is faith in unrealized potentialities—your faith in the unrealized potentialities of the pupils you serve. Faith will move mountains. It will do more—

transferred to someone, it will enable a person to raise himself by his bootstraps. In creating class atmosphere, take too much for granted and you will receive a large measure of return for your presumption. Accentuate the positive, cultivate the affirmative, stress the fact that learning is cooperative. It is hard for a man or a woman or a boy or a girl to raise his head in the gutter. Tell pupils again and again, "We are learning together, we grow together." Praise fulsomely, criticize sparingly.

9. *We—we—we.* Says the principle of parliamentary procedure: "The interests and welfare of the individuals comprising the group are merged in the larger unit of organization." Bind the class together into a unit, the strength of which lies in its unity. In the unit there are no favorites, no pariahs. All boys and girls are wanted and needed. All can and do help. We are proud of the greater achievement of the more gifted, and equally proud of the lesser achievement of the less gifted. We are a happy family. We try hard, and everybody helps.



One Universal Language: In a Word, Ixnay

There is perhaps no field of endeavor where more good time and brain energy are being wasted than in the construction and promotion of an artificial common language for the world.

Arguments have actually been set forth that a universal language (Esperanto, Interlingua, or some other) should be a required subject of study in secondary schools. Nothing is more absurd. It is difficult enough to keep the utterly essential great languages of our western world alive in our schools. We are even being forced to water down our English through the crowding in of a multiplicity of up-to-the-minute inventions for rounding to perfection the minds of our youth. The idea of still further cluttering up the curriculum with a manufactured language that has not even an exciting literature in its background for an incentive is ridiculous.

There are a few, a very few, distinguished

language teachers who cling to the utopian idea of a universal tongue. The man on the street, who does not at all understand what it means to know his own language with any fullness, and who imagines that learning a foreign language, even learning to speak it, is a mere bagatelle, backs a universal language as a quick, sure means of bringing the world together in peace and harmony—as if, indeed, talking the same language ever prevented international or civil wars! There are college professors, who do not know what it means to learn or teach a foreign language, who line up with the man on the street in this matter.

We do need, of course, to be more articulate on a world basis. Therefore, let the United States citizen learn one of the great western languages, or one of the eastern, if he prefers, and can.—A. M. WITHERS in *Peabody Journal of Education*.

15 Minutes a Week for MOTIVATED SPELLING

By GUY L. FOSTER

UGH! DO WE HAVE to study spelling this year, too? I thought that was grade-school stuff," observed Ronnie.

The English teacher often meets spelling opposition much more positive and emphatic than that expressed by Ronnie. And why not? Let's be a little realistic. Twenty words to learn every week. Twenty this week, twenty next week, twenty the next, and on and on for thirty-six weeks. And for what? "Oh, so that you will be a good speller," you explain. Yes, I know, but how uninteresting, how frustrating! Thirty-six weeks!

Yet, spelling can be motivated. And motivation gives a thing purpose and makes it live. We have achieved that in spelling in sophomore English. We have found that spelling can be motivated and at the expense of only three five-minute periods per week.

At the beginning of the year, a critical examination of our spelling methods showed that one error in our procedure was that no notice was taken of pupil learning progress. Hence it was difficult to know without laborious record keeping how many words a pupil had missed on previous attempts. Under such circumstances it was also difficult to show the pupil that it was

important to him to do better. Accordingly, we decided to have each class member write all his spelling words for the week on one page.

We had spelling sheets mimeographed with three numbered columns, twenty spaces in each. The numbers were double-spaced to provide ample room for writing each word. The first column was for Monday's spelling, the second was for Wednesday's spelling, and the third was for Friday's spelling. After a few weeks the procedure was pretty well standardized and is as follows:

On Monday twenty new words are pronounced from the Simmons-Bixler *New Standard High School Spelling Scale*.¹ When necessary a word is explained and used in a sentence so that we can be sure that the pupil knows the word he is expected to spell.

To train the pupil to listen for word endings, he is not permitted to ask whether the word is plural or past tense. He must get that from the word in its context.

After all the words are pronounced and written, class members are asked to exchange papers for checking. Each pupil is asked to write his name at the bottom of the column he checks so that he can be held responsible for careless checking. The teacher then spells the words while the pupils check them. Pupil checking does not relieve the teacher of that chore at first, but it is valuable training for the class. Later, as the pupil improves in spelling and checking, the teacher is relieved of all but occasional sampling.

¹ Turner E. Smith & Co., Publishers, Atlanta, Ga.

EDITOR'S NOTE

To get tenth-grade pupils to "study spelling again," as they think of it, you have to give the work purpose and make it alive, says Mr. Foster. He tells how he does it in his English classes at Phoenix, Ariz., Union High School.

When the checking is finished, the papers are returned to their owners and the teacher asks for a show of hands of any who made no errors. The number is jotted down to form a cumulative record. Then the teacher asks for a show of hands of any who missed only one word. This information is also recorded. Usually few or none miss as few as one word at the first spelling, but it is good to encourage any who do by giving recognition to the fact by a show of hands.

A record of the show of hands is kept for each spelling performance and it is used only to motivate. Pupils like to have others know that they have done well.

Now the words are put on the board and the pupils copy them so that they will have a correct study list. Each pupil then makes note of the words that he doesn't know how to spell.

On Wednesday and again on Friday the spelling sheets are redistributed at the beginning of the period, so the class members have a chance to look over their previous work of the week. The sheet is folded lengthwise to hide the words previously written and the words are pronounced and written again, using the second column for Wednesday's spelling and the third column for Friday's spelling.

Each time the pupils check the papers there is a show of hands and a count made of those who made no errors or not more than one. Frequently the teacher comments on the results of the day as compared to results of preceding days and weeks. However, the show of hands has no direct bear-

ing on determining grades for the grading period.

After the initial spelling, the pronunciation of the words is more formal. The teacher pronounces the word once and once only, and no explanations are given. Nor are words ever used in sentences to clarify pronunciation or meanings. It is assumed that the words are no longer unfamiliar; the class has had a chance to study them.

Now for each pupil we have scores based on three separate performances: Monday, Wednesday, and Friday. The pupil's spelling grade for the week is based on the progress he has shown in learning the words he missed Monday plus the ones he spelled correctly merely by accident.

Accordingly, if the pupil missed six words on Monday, four on Wednesday, and five on Friday, we assume that he has not made satisfactory progress and his grade is F. If his grade were computed from the score he earned on Friday, his grade would be passing.

When the new list is dictated on Monday, the pupil finds out which words he can't spell. On Wednesday and Friday he re-examines his previous achievement of the week. And at the end of the week the teacher has the pupil's performance record for the week in three neat columns before him.

As a result of the use of this method we have seen pupil achievement go way up. Very few pupils have unsatisfactory scores, and those who misspell more than one word on Friday are a definite minority.



Board Experience Counts

Recent investigation carried on at Indiana University . . . involving 1,848 board members in eleven midwestern states . . . showed that effectiveness of board members increased through twelve straight years. This means that board members having from 3 to 12 years of experience were more effective than were board members in their first three years of service.

The implications of this phase of the study suggest that communities which arbitrarily set a one-term or a two-term limit upon the tenure of board members are penalizing themselves, and that some means must be found to encourage such communities to retain their most effective board members for longer periods of service.—RICHARD E. WHALEN in *The Phi Delta Kappan*.

Blair High's Lively *Who said that Latin's dead?* LATIN NEWSPAPER

By
HAZEL M. BRATT

IN THE SPRING of 1953 an organization known as the Teachers of Classics in New England, with headquarters at Widener Library in Cambridge, Mass., conducted a survey to determine whether Latin is valuable and practical enough to be studied thoroughly in the nation's secondary schools.

Like Greek, Latin has suffered a steady decline in popularity as a school subject during the past generation. Many parents have been unable to see the wisdom of having their sons and daughters study a so-called "dead language," and classroom enthusiasm for the subject has been at low ebb.

The Cambridge survey revealed that the nation's educational leaders—heads of universities, graduate colleges, law schools, and technical institutions—are overwhelmingly in favor of encouraging America's young people to study as much Latin as possible as a preparation for work in areas of learning beyond the secondary-school level. In the opinion of these experts, it is a subject of great importance.

As recently as 1934, according to Dr. John Latimer, assistant dean of the College of General Studies of the George Washington University,¹ 16 per cent of all high-school pupils were taking Latin. By 1949 the percentage had dropped to 7.4, and Dr. Latimer presumed that it was still on the decline in 1953, when his article appeared.

The diminishing popularity of Latin over the years has been most obvious to the classroom teacher. Year after year fewer

pupils have registered for the subject, and those who have seated themselves in the Latin classroom have done so with increasing question as to the value of the subject they are about to study. So, in the fall of 1950 at the Montgomery Blair High School in Silver Spring, Md. (a suburb of Washington, D.C.), where the writer is chairman of the department of foreign languages, I decided to discuss this situation frankly with the fourth-year Latin class.

As a consequence, our Vergil students, in an attempt to make Latin alive as a subject and to bring its values to the attention of the public, voted unanimously to undertake the publication of a Latin newspaper. Marie-Madelaine Binot of Paris, France, whose father was attached to the French Embassy in Washington, was elected the first editor and the initial planning was under way.

How proud this class was when the first issue of *Praeco Latinus* was published on December 20, 1950! Appropriately, its theme was Christmas, and articles had been prepared in Latin, French, and Spanish. The French language took us to "A Christmas in France" ("La Fete de Noel"), and we enjoyed "Christmas in Ecuador" ("La Navidad en Ecuador") and our own Latin version of "Saturnalia." That fascinating story of childhood, "Barbe Bleue," written in French, also appealed to many pupils.

One hundred eighty-three copies of this four-page issue were sold at three cents a copy to the foreign-language students of our school. When expenses for paper, stencils, art posters, and postage for complimentary copies had been met, the staff still had a balance of \$1.67 as capital for the next issue!

¹ John Latimer, "Latin 'Dying' Again in U. S." *The Baltimore Sun*, September 24, 1953.

In March 1951, the staff voted to change the title of the paper from *Praeco Latinus* to *Praeco Argenteus*, or Silver Herald, to conform to the style of the school's three other publications, each of which has the word silver in its title.

The man after whom the school is named, Montgomery Blair, was postmaster general under Lincoln. So the story goes:

Montgomery's father, Francis Blair, came north with General Andrew Jackson when the latter was elected president. Riding near the present site of Silver Spring one day, Francis was thrown by his horse and he followed the animal to a spring which bubbled out of a hill through mica-filled sand.

The sun gave the spring a silver appearance, and so Blair gave the area its name.³

The Ides of March of the same year was also a lucky time for us. A letter from the Columbia Scholastic Press Association in New York announced that *Praeco* had won first place in the class for senior-high-school duplicated newspapers. The following month *Praeco* received the same honor in the Maryland Scholastic Press Association contest.

Praeco has grown from the four-page issue of 1950 to its present size of ten pages, and features timely articles written in Latin and in English. Each issue has been built around a central theme. In the presidential-election issue of November 4, 1952, the biographies of President Eisenhower and Governor Stevenson were the highlights, while the beautiful pageantry and historical background of the coronation of Queen Elizabeth provided the setting of the issue of June 2, 1953. In quite another vein, a biography of Coach Jim Tatum and the story of the excellent football team of the University of Maryland were the core of the issue of December 22, 1953.

In addition to such timely matter, *Praeco* also contained book and movie reviews, crossword puzzles, poems, original fiction, and character sketches. Latin pupils from

the second-, third-, and fourth-year classes write, edit, and produce the paper.

Now 350 copies are distributed, chiefly to Montgomery Blair's Latin pupils, and also to the French and Spanish pupils, many of whom have studied Latin before starting the Romance languages. Our exchange editor mails an average of thirty complimentary copies to various sections of the United States.

A number of our readers, despite their burdensome official duties, have taken the time to send messages to the school. Personal letters commending the staff on the uniqueness of the paper have been received from President Dwight D. Eisenhower, Queen Elizabeth II of England, Governor Adlai Stevenson, the editor of *Time*, Coach Jim Tatum of the University of Maryland, the editor of *Reader's Digest*, Dr. Thomas E. Pullen, state superintendent of the schools in Maryland, and many other leading educators.

The staff was understandably thrilled in June 1953, when a letter was received stating that the Library of Congress was placing *Praeco Argenteus* in its collection, and that an engraved certificate honoring the paper was being mailed to us. Recognition has also come in some of the leading professional publications. During 1953-54 articles about the paper have appeared in the *N.E.A. Journal*, *School Press Review*, *Student Life*, *The Maryland Teacher*, and *Classical Outlook*.

EDITOR'S NOTE

A few years ago Miss Bratt's fourth-year Latin class at Montgomery Blair High School, Silver Spring, Md., published the first issue of a Latin newspaper as a gesture toward stemming the steady decline in Latin enrolments, and as proof that "Latin isn't dead." The paper has been a going (and growing) concern for almost four years, and has won a surprising number of honors.

³ Jack Daum, "High Schools on the March," *Washington Times-Herald*, May 12, 1952.

During the most recent judging of school publications by the Columbia Scholastic Press Association, *Praeco* received a medalist rating, the highest award for senior-high-school duplicated foreign-language newspapers.

At present the bulletin board in our Latin classroom displays the framed letters from President Eisenhower, Queen Elizabeth, and Mr. Stevenson. The pupils take

great pride in keeping up to date a large *Praeco* scrapbook of newspaper clippings, awards, treasured letters, and pictures. But of more value than any of these honors which our publication has received, is the growing realization during the past three years that Latin in our school has indeed become "alive," and that its vital educational values have been discovered, discussed, and appreciated by an ever-widening circle of friends.



The Advertisements Prove That Much of Our Teaching Doesn't Stick

Perhaps the most obvious area in which learning seems to be evanescent is that of serious reading, reading for information, critical reading. We know that if we teach students to evaluate what they read according to the facts rather than according to personal desires or preconceived opinions, the effects of that teaching should be apparent in the community after the students are graduated into adult life. And we would be pessimistic to believe that our teaching has achieved no results in this way. However, let us look at some evidence that may indicate to what extent our teaching has succeeded.

Perhaps one of the best criteria for judging the ability of the adult to evaluate what he reads according to the facts is the omnipresent advertisement. An advertiser addresses himself to a reader in exactly those terms that he thinks are going to be most effective in selling his product. If the advertiser thinks that strict logic will sell his product, he will use strict logic. If he thinks that emotional appeals will work better, he will use emotional appeals. No scientific survey is necessary to demonstrate which method of appeal is more frequently used. A few examples will illustrate:

In a woman's magazine I find this advertisement (it is a cosmetic ad):

"Don't leave romance to chance . . . wear MIDNIGHT BY TUSSEY. A fragrance can be as potent as a come-hither smile. And MIDNIGHT BY TUSSEY is a scent that appeals to a gentleman's senses! This fabulous fragrance scents a whole series of lovely Tussey beauty aids. Try them and see if they don't make you feel romantic . . . and make men feel romantic towards you."

That was from one of the "better" magazines—

a slick-cover magazine. When we get into the pulps, anything goes.

Here is another ad, this one from *Best Western*:

"Want good luck? Love, wealth, happiness, may be yours. Carry the alleged Lucky Talisman of the Orient. Try this amazing charm for one week. Satisfaction guaranteed or money refunded. Send only one dollar today."

Now that's a bargain. If you don't have good luck, you get your money back.

Just one more. This one comes from an astrology magazine. It has my curiosity aroused.

"Become a MENTAL SUPERMAN Overnight! Yes, there is an Easy Street to success! Get yourself a SPARE BRAIN in a matter of hours! Floor everybody! Positively no studying! Revolutionary 'MEMO-PROP' does all your thinking! It's uncanny! UNPRECEDENTED! FULL MONEY-BACK GUARANTEE!"

Are these ads appealing to our students, that we have taught so carefully to be reasonable? Are advertisers appealing to persons whom they expect to use logic in making purchases?

In fairness I must say that once you get out of the pulps, and up into *Collier's* and *Newsweek*, many ads become almost sensible, and some become reasonable. But these silly ads are selling merchandise. . . .

Well, give your students the problem of describing what might happen to a person for whom the ads all came literally true. Have them illustrate their stories with actual quotations from ads. They'll have fun, and they'll have their eyes opened to the ridiculousness of some advertising.—ROBERT LOWELL STEVENS in *Illinois English Bulletin*.

Events & Opinion

Edited by THE STAFF

DOORLESS SCHOOL: For the past 28 years the pupils and teachers of Bassett Junior High School, New Haven, Conn., have been climbing up and down the fire escapes to get in and out of the building. There aren't, and haven't been, any entrances.

When the school was opened in 1927, says a news story in the *New York Times*, the present building was designed as the first of two units. The front and rear entrances were to be built in the second half of the school. Two fire escapes were pressed into use "temporarily." Came the depression and World War II, and then a more urgent need for new schools in other areas. So construction of the second half of Bassett kept getting postponed.

Anyway, we are glad to report that the missing half of the school will be built in 1955, complete with a front and a rear entrance. Bassett teachers, we hope, will make no cracks about "meeting a felt need."

BOOK WEEK: National Book Week is November 14-20, 1954. The Children's Book Council, 50 West 53rd St., New York 19, offers a 4-color poster for 35 cents, a set of 3 streamers in 2 colors for 30 cents, and a free descriptive manual of 1954 Book Week aids. The slogan is "Let's Read." We wonder whether the Council ever thought, fleetingly, of something like "Down With TV!"

ODD SCHOOLS DEPT.: A night school for errand drivers, organized by Chief Magistrate Murtagh of New York City, will be opened in October, states an editorial in the *New York Post*. In just the area of traffic alone, the *Post* suggests a lengthy list of special schools needed—including one for "traffic cops who throw their weight around"; one for errand pedestrians; and one for surly bus drivers.

If we depart from just traffic and take in all of the fields of human activity, the number of special schools that could be listed as needed would run to an astronomical total. On this basis, our kindergarten-through-college educational system has only scratched the surface of educational possibilities. But if the patrons knew how hard that surface really is, they'd show more appreciation for our scratching.

TEACH IN EUROPE, ANYONE?: If you would like to teach or do graduate study in France, Germany, Italy, Austria, or Greece, you can obtain

information on a variety of specific openings from the Institute of International Education, 1 East 67th St., New York 21, N. Y.

Opportunities to teach English in the secondary schools of Germany, as assistants to regular teachers, are open to American graduate students or teachers who have specialized in English or history, and who have a working knowledge of German. These assistants may also take courses or engage in research at German universities. November 1, 1954, is the closing date for applications for the 1955-56 school year.

In the secondary schools of France there are opportunities to teach English as assistants, open to American graduate students or secondary-school teachers of French. Applicants must be unmarried and under 30 years of age, and must have a good knowledge of French. Applications for the 1955-56 school year must be received by January 15, 1955.

A number of fellowships for teachers of modern European languages are available for graduate study in language and literature in Austria, France, Germany, Italy, and Greece.

SCIENCE CONTESTS: Elementary and secondary science teachers are again encouraged to report their "best new teaching ideas of the year" for the 1955 program of Recognition Awards for Science Teachers. The awards, for first through fourth place, are \$400, \$300, \$200, and \$100.

A parallel program, the 1955 Science Achievement Awards for Students, invites reports of students in grades 7 through 12 on their experimental and investigational work in science and mathematics. More than 100 cash prizes, gold pins, and certificates of recognition, to be divided equally among 8 regions of the U. S., are offered.

Both programs are sponsored by the American Society for Metals and conducted by the Future Scientists of America Foundation of the National Science Teachers Association. Complete information may be obtained from the Future Scientists of America Foundation, 1201 Sixteenth St., N. W., Washington 6, D. C.

HONEYMOON RECESS: High-school pupils who plan to marry and continue in school must notify the principal in writing at least two weeks before the wedding. Following the wedding the couple will be excused from classes for a two-week "adjustment period." As reported by the Associated Press, these

are provisions of a new policy adopted by the Hot Springs, Ark., school board.

TV AND READING: Librarians aren't worrying so much anymore about the inroads on reading habits that were expected from the onrush of television, according to an Associated Press release, based upon reports to the U. S. Office of Education from librarians all over the country. Many of the librarians "seem to feel that television may be a boon, rather than hurting them." And where young people are concerned, these librarians have another "feeling" that "maybe TV even helps their reading habits."

We looked in vain for any reasons or explanations for these "feelings." A TV set may be a miracle of science—but how can it incubate bookworms?

EDUCATION WEEK: American Education Week, November 7-13, 1954, has a pointed theme, "Good Schools Are Your Responsibility." The National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C., offers a variety of helps at cost, including: general planning helps, posters, lapel buttons, invitation forms, AEW seals, place mats, napkins, bumper strips, plays, scripts, recordings, movie trailers, and publicity mats for use in ads.

SEGREGATION STATUS: Executives of 12 Southern states have agreed not to accept voluntarily the U. S. Supreme Court order to end segregation in public schools, says a news story in the New York Post. The agreement was reached at a conference of governors and their representatives, which was closed to the press. Governor Stanley of Virginia, says the Post story, announced the results of the meeting. Representatives of three border states—Kentucky, Maryland, and West Virginia—said that their states would conform with the court's decision. Stanley said that each of the 12 states opposed to ending segregation would work out its own plans of action separately.

As the meeting was held, says another Post story, Negroes throughout the South were petitioning local school boards to abolish public-school segregation "without delay."

In South Carolina, according to a New York Times story, an extensive program of building new Negro schools and improving present ones is in progress as a move toward equalization of Negro and white school systems. The hope is that this will "minimize" suits by Negroes for admission to white schools.

But Arkansas lawmakers and educators were moving ahead on 3 fronts, says a United Press release, to allow the State "to become the first in the South

to take major concrete action in abolishing segregation in the public schools." The Legislative Council's Committee on Education voted to recommend organizing a state-wide committee of citizens to study the problems involved. The Arkansas State School for the Deaf and Blind will begin "partial integration of classes of Negro and white vocational students." And the Sheridan, Ark., School Board voted unanimously to end segregation at Grant High School. A. R. McKenzie, superintendent of schools, commenting on the vote, said, "We're law-abiding citizens here."

Writing in the New York *Herald Tribune* after a study of Southern attitudes and opinions, Henry Lesene concludes: "Calm discussion and appraisal of the problem, viewed by many as the greatest adjustment the region has had to face since the end of the Civil War, reveals a mounting opinion that it may be a decade or even a generation before the full impact of the decision is felt, although in some areas the transition may be made in a year or two."

The National Association for the Advancement of Colored People concedes that existing patterns can't be changed overnight and that a new order will take longer to achieve in some areas than in others. But apparently the Association isn't thinking in terms of waiting a generation for any area to conform.

SAFE & SANE PROM: For years many high-school faculties have wondered what can be done to keep students attending the Senior Prom on the scene, keep them from drinking, and keep them from wild rides over the landscape. The solution was simple at the Senior Prom of Woodbridge, N. J., High School this year, according to the New York Post. Parents and teachers just mounted guard until 3 A.M. at all exits and the door to the bar in the restaurant where the prom was held. The students couldn't get out. They had to stay. Any questions?

ONE-ROOM GLORY: In North Dakota there is a one-room rural school that could easily incite the envy of teachers in some of the largest and richest cities of the U. S. The Auburn School, in Walsh County, N. D., opened in 1953, is classed as a one-room school because it has just one classroom, serving the usual rural range of grades. But, says *North Dakota Teacher*, this school cost \$20,000, and in addition to the classroom there is a basement with a recreation room, kitchen, cafeteria, modern toilet facilities, and a room where the teacher lives. The school has an oil furnace, modern lighting including directional glass block and venetian blinds, tile flooring, hot and cold running water, and modern contour desks for the pupils.

➤ *Book Reviews* ➤

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

Techniques of Counseling, by JANE WARTERS. New York: McGraw-Hill Book Co., 1954. 384 pages, \$4.75.

I began to read this book with the hope that it would present a wealth of helpful specifics as well as a viewpoint. When I finished it, I knew that I had not been disappointed.

Many teachers of courses in counseling and guidance find difficult the task of giving their students a clear view of the scope and significance of counseling techniques. An inquiry into the *raison d'être* of such a problem reveals that, in many instances, the instructors cannot find a definitive text to put into the hands of their students.

There has been a continuing need for a basic text which not only provides an array of tools valuable in counseling, but which also comments judiciously upon their appropriate uses and peculiar limitations. This need *Techniques of Counseling* eminently fulfills.

Intelligence and achievement tests; measures of

special aptitudes, interests, and personality; anecdotal records; rating scales; observation reports; self-reports, including the personal data blank, autobiographical material, evaluation questionnaires and follow-up studies; cumulative personnel records; sociometric and opinion tests; cases studies; case conferences; principles and procedures in the counseling interview; environmental treatment and group work—all of these topics are treated adequately in a style that is economical yet unhurried. Wherever a figure or other form of illustration might clarify the writing, it appears. At the end of each chapter the reader finds references which, more often than not, are specific for chapter and page in the work cited.

All who are looking for a clear and thoughtful consideration of counseling techniques, whether these are analytic, diagnostic, environmental, or related directly to the interview itself, will find this a stimulating and a satisfying book. Although the text is aimed at the high-school and college personnel worker, it will enhance the perspective and the

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by Laurence G. Paquin and Marian D. Irish

A factual, realistic, and colorful account of American democracy in action at all levels—local, county, state, and national. Shows by concrete examples that the responsible, thinking individual is the key to successful government. Democracy is presented as a force with direct application in the life of every citizen every hour of every day. 598 pp., including appendix and index. Illustrated in color and black-and-white.



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LOUIS J. CANTONI
Counselor and Psychology Teacher
General Motors Institute
Flint, Mich.

Understanding the Sentence, by KENNETH STRATTON. Yonkers: World Book Co., 1954. Book 1, 175 pages, paper bound, \$1.12; Book 2, 191 pages, paper bound, \$1.12.

These workbooks, according to the author, are designed for grades 9 and 10, or 10 and 11. Their appeal will vary considerably according to the philosophy of the individual English teacher who examines them.

Instructors who favor an all-encompassing, traditional, no-nonsense approach to composition particularly will find these books valuable. Those who believe that a bit of showmanship facilitates learning probably will be less enthusiastic.

Book 1 gives a complete survey of fundamentals: parts of the sentence, including basic sentence elements, verbal elements, modifying clauses, parts of speech, capitalization, punctuation, and simple, compound, and complex sentences.

Handbook of **PRIVATE SCHOOLS**

35th ed., 1954, 1216 pp., red silk cloth, \$8.00

The 35th edition includes more than 4500 schools!

Extensive new data concerning the scope of private education throughout the United States, Canada, and South America is given in 600,000 words. Facts and statistics comprise complete information for each school.

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PORTER SARGENT

11 Beacon St., Boston 8, Mass.

In Book 2 are sections on variety in sentence construction and on correct coordination and subordination of sentence elements. Book 2 also reviews much of the important material from its companion work, giving further explanation and new exercises.

Explanations are lucid but not colorful. Diagramming is one of the mainstays of the book. Useful achievement tests are located at the end of each important section.

As has been implied, vivid illustrations and lively examples, which would seem important for the ninth- or tenth-grade pupil who still needs drill on fundamentals, are lacking; but Book 2, which is helpful for those who have progressed to a study of sentence style, will probably find many supporters.

HERBERT MICHAELS
High School of Commerce
Springfield, Mass.

Public School Administration, by CALVIN GRIEDER and WILLIAM EVERETT ROSENSTENGEL. New York: Ronald Press Company, 1954. 622 pages, \$6.

Since that landmark textbook written by Dean Ellwood P. Cubberley of Stanford University in 1917, textbooks in school administration have steadily improved. It is quite likely that the Grieder-Rosenstengel volume is the best single book on school administration. The areas and fields of school administration have become more numerous and more complicated. It is exceedingly difficult to put within the covers of one book an adequate treatment of school administration in each of these areas, yet this is what Professors Grieder and Rosenstengel have done.

The volume contains a desirable but not excessive amount of historical and theoretical background. This is, however, kept at a minimum by the conciseness with which the authors have written. The bulk of the book has to do with practices. These practices are not stated in too general terms, but are rather specific, and in many cases descriptions of good practices are exemplified by those obtaining in specific school systems. The book is at once scholarly, sound, and practical.

Part I is a description of the local units, and of state and federal government in education, their roles and inter-relationships. Part II is given to a description of the basic nature and philosophy of school administration and the inter-relationship between the board of education and the superintendent and leadership by the superintendent. Part III, with five chapters, deals with the administration of various aspects of instructional leadership and teacher personnel problems, including selecting the

teaching personnel, administration of various aspects of teacher welfare such as tenure, salary schedules, rating, retirement, disability, leaves, teaching loads, etc. The three chapters of Part IV have to do with administration of special services, including pupil transportation, special education, and other auxiliary services. Pupil personnel administration is treated in Part V. This includes administration of school census, attendance, admission, classification, promotion, and pupil personnel records and reports.

The sixth part of the book is devoted to financial and business administration. While the previous chapters in the book are well done, the three chapters that constitute Part VI, Financial and Business Administration, are especially good, as are the four chapters of Part VII, School Plant Administration, including planning new school plants, financing schoolhouse construction, preservation and maintenance problems in connection with the plant from the point of view of the administrator.

Part VIII includes two chapters and is devoted to a very important area of school administration, namely, school and community relations.

While the book is obviously the work of scholars, it is clear and relatively simple reading. There is so much valuable material, however, of a somewhat technical nature, that it does not constitute easy,

casual reading. Following each chapter are topics for study and discussion and a number of very carefully selected references. Unfortunately these are not annotated.

The book contains an exceptional index, which makes it not only an excellent textbook but an excellent reference book. It is too bad that more detail was not given in the table of contents, as it does not reveal the very comprehensive coverage of the book.

The book will no doubt be widely used as a textbook in classes of seniors and graduate students, but it certainly should also have a very large sale among superintendents, assistant superintendents, and those planning to be superintendents and assistant superintendents. It is an excellent book for principals also to read.

HARL R. DOUGLASS, Dir.
College of Educ.
University of Colorado
Boulder, Colo.

Twelve Citizens of the World—A Book of Biographies, by LEONARD S. KENWORTHY. Garden City, N.Y.: Doubleday & Co. 286 pages, \$3.50.

In this excellent little volume, Mr. Kenworthy nominates twelve candidates for a hypothetical *Hall*

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Mr. Kenworthy's candidates represent a variety of vocations, countries, sections of the earth, and social inheritance: Ralph Bunche, Pierre Ceresole, Mahatma Gandhi, Toyohiko Kagawa, Fridtjof Nansen, John Boyd Orr, Eleanor Roosevelt, Domingo Sarmiento, Albert Schweitzer, Sun Yat-Sen, Arturo Toscanini, and Mathilda Wrede.

It is to be hoped that a second edition might include a photo-portrait of each character in addition to the sketches by William Sharp. The volume also needs better proofreading. But in spite of these two shortcomings, this is a great little book, especially appropriate for good readers in world history classes, and deserving of wide circulation among our older high-school pupils.

CARLOS DE ZAFRA, JR.

Coordinator of General Education
Charlotte High School
Rochester, N.Y.

Instructional Leadership, by GORDON N. MACKENZIE and STEPHEN M. COREY in Association with Others. (Horace Mann-Lincoln Institute of School Experimentation) New York: Bureau of Publications, Teachers College, Columbia University, 1954. 209 pages, \$3.25.

"The key to our conception of leadership lies in an understanding of the process of giving and receiving help in order to maintain an existing condition against threat, to identify new goals, or to attain goals that are known and defined."

Employing this conception of leadership, the authors directed a three-year experiment involving secondary-school principals and some other status leaders in the Denver schools. The text is in two parts. Part I elaborates the conception of instructional leadership, evaluates different ways of exercising

(Continued on page 62)

*"The authors apparently feel—
and we agree heartily—that
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—review in *The Civic Leader*

The review says: "The successive printings of this supplementary textbook—this is the ninth since 1942—have been prepared especially for students in grades 6-10, but they have proved to be almost as useful throughout the entire senior-high-school course.

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"The book has a reading difficulty of sixth-grade placement. Selected units may be taught as needed during the year, or the work may be covered by an average class in a short course of six to seven weeks."—Review in *The Civic Leader*, Civic Education Service, Washington, D.C.

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BULLETIN BOARD NEWS

The September *Clearing House* Is Here

The following excerpts are clues to good professional reading in THE CLEARING HOUSE for September.

At present the typical junior high school is but a small imitation of the senior high school and thus of necessity the college which the senior high school tends to ape.—*Nelson L. Bossing*, p. 4.

Eleven girls out of a hundred pupils in my home-making classes were married during the first semester of the school year. More than half of these were trying to keep house and continue in school. Many more were engaged to be married in June.—*Lorena W. Hendry*, p. 8.

Typical Maine secondary schools have discovered a range in reading ability among ninth-grade pupils from a grade 4.5 to a grade 14-plus reading level. In most Maine secondary-school classes it has been the practice to use a single textbook for all pupils.—*Joseph J. Devitt*, p. 11.

The amount of free materials, pamphlets, and other data available upon request is large, and many teachers do not have the time personally to send for these. As the success of our magazine request letters became evident, we offered in my English classes to write similar letters for other teachers.—*Nora Bartine*, p. 18.

"The people lacked many comforts such as plumbing, bad roads, timepieces, luxuries, and only limited food" (Social-studies pupil's theme).—*Matt Lagerberg*, p. 21.

[Adolescents'] struggle for independence shows itself very strongly in their relations with members of the opposite sex. It is here that we find them engaging in behavior that appears to bewilder adults . . .—*Lester D. Crow*, p. 24.

Three years ago we did not have a single Puerto Rican pupil. Today, 35 per cent of the student body is Puerto Rican. This influx created a host of new problems.—*Max Berger*, p. 29.

Nothing can do more permanent harm to a child of school age or to an adult in later life than to be required to do either more or less than that of which he is capable. This is the premise upon which the Sharon, Pa., school system has built its testing program.—*H. F. Grimes*, p. 33.

I suppose you could look upon my work as a sort of a school conscience. Believe you me, I do not feel much would be functioning properly, if I weren't willing to spend a great deal of my time in pointing out the errors those teachers make so easily.—*William Plutte*, p. 44.

In the thirteen years that I have been walking through the classrooms of the Milwaukee Public Schools, I have noticed that invariably the friendly classroom atmosphere coincides with the best teaching and best learning.—*William M. Lamers*, p. 46.

Articles featured in the September *Clearing House*:

A Junior High School Designed for Tomorrow	<i>Nelson L. Bossing</i>	3
Teen-Age Marriage: A High-School Problem	<i>Lorena W. Hendry</i>	8
7 Steps to Better Reading	<i>Joseph J. Devitt</i>	11
Letter Writing: Project Becomes School Service	<i>Nora Bartine</i>	15
My Pupils Slaughter Sumeria or Something	<i>Matt Lagerberg</i>	20
Personality Traits Admired by Adolescents	<i>Lester D. Crow</i>	23
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(Continued from page 58)

ing leadership, discusses situational factors that seemed to influence the kind of instructional leadership desired in Denver, and describes the methods of improving leadership. Part II is a description of the experiment with a chronology and an evaluation.

This is one of the latest reports on the "group dynamics" approach to educational leadership. Its conclusions are necessarily tentative, but the advocates of group dynamics principles offer something that is fresh and interesting in supervision. *Instructional Leadership* is not intended to be a textbook, but it will be a useful supplement to other materials available for educators engaged in a study of leadership techniques in secondary schools.

JOHN CARR DUFF

Books Received

Curriculum Development in Physical Education, by ROSALIND CASSIDY. New York: Harper and Bros., 1954. 399 pages, \$4.50.

Introduction to American Education, by PAUL R. MORT and WILLIAM S. VINCENT. New York: McGraw-Hill Book Co., 1954. 435 pages, \$4.75.

Principles of Educational Psychology (and ed.), by W. D. COMMINS and HARRY FAGIN. New York: Ronald Press Company, 1954. 795 pages, \$5.75.

Science—A Story of Observation and Experiment, by IRA C. DAVIS, JOHN BURNETT, and E. WAYNE. New York: Henry Holt and Co., 1954. Book 1, 341 pages, \$3.16; Book 2, 438 pages, \$3.28.

Social Studies in the Senior High School: Programs for Grades Ten, Eleven, and Twelve (Curriculum Series No. 7), edited by EUNICE JOHNS. Washington, D. C.: National Council for the Social Studies, 1953. 108 pages, paper bound, \$2.

The Teacher and His Work—A First Course in Education (2nd ed.), by GEORGE GOULD and GERALD ALAN YOAKAM. New York: Ronald Press Co., 1954. 396 pages, \$4.50.

Toward Better Reading Skill, by RUSSELL COSPER and E. GLENN GRIFFIN. New York: Appleton-Century-Crofts, Inc., 1953. 221 pages, paper bound, \$1.75.

Typing for Your Needs, by MARION J. RUSSELL and DONALD A. BOYER. Pittsburgh, Pa.: The Boxwood Press. Book, 82 pages, spiral bound, \$2.15; Teacher's Guidebook, 27 pages.

Your Government, by GEORGE O. COMFORT, ROYCE H. KNAPP, and CHARLES W. SHULL. New York: McGraw-Hill Book Co., 1954. 501 pages, \$3.48.

Your Marriage and Family Living (2nd Ed.), by PAUL H. LANDIS. New York: McGraw-Hill Book Co., 1954. 388 pages, \$3.20.

➤ Audio-Visual News ➤

MASTERPIECES: "National Gallery of Art Masterpieces," a series of 305 color slides, 2" x 2", 25 cents each, \$10 for the set, issued by Modern Enterprises, 7124 Longpre Ave., Hollywood 46, Cal. These slides are reproductions in color of the 305 pictures selected from its collection by the National Gallery of Art for its black-and-white filmstrip. (Jr.H., H.S., Coll., Adult)

IN-SERVICE: "Educational Recordings Series," 32 twelve-inch, LP, 33 $\frac{1}{3}$ rpm non-breakable records, about 40 min. per 2-side disc, \$6.90 each, issued by Educational Recording Services, 5922 Abernathy Drive, Los Angeles 45, Cal. These records were prepared for the in-service professional growth of teachers and for use by teacher-training institutions. The recordings are by such well-known educators as Willard B. Spaulding, Harl R. Douglass, W. S. Elsbree, and Irving R. Melbo.

Each discussion in the author's own voice is based upon years of experience in his subject-area. The recordings cover such topics as improvement of reading; effective study; audio-visual techniques; discipline; group dynamics; mental health; teacher-pupil planning techniques; art; and salary schedules. The discussions can be used for faculty

meetings, study groups, individual listening, improvement of new teachers, and for PTA meetings and citizen groups.

Dr. Myron S. Olson, director of Educational Recording Services, says that the recordings were produced primarily "to offer to schools everywhere the thoughts and leadership in the field which would otherwise be unavailable because of distance and expense in securing these educators in person." (Elem., Jr.H., HS, Coll., Adult)

PALESTINE: "The Holy Land: Background for History and Religion," 1 reel, sound, color \$110, B&W \$55, issued by Coronet Films, Chicago 1, Ill.

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Teachers College, Columbia University, New York 27, N.Y.

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SCIENCE: *The Life Story of a Watermold*, 12 min., sound, B&W, \$60, issued by Arthur T. Brice, Phase Films, Ross, Cal. This is the newest title in the Phase Film series in science, in which photography using microscopes designed on the "phase-contrast" or Zernike principle of optics records transparent refractive index differences. This method allows the films to present microbiological life-process cycles which are "next to impossible" for teachers to show their classes in any other way.

The Life Story of a Watermold shows in fine detail the growth and the reproduction cycles of a mold plant in its sporophyte and gametophyte cycles. Previous Phase Films for high-school levels are *Cell Division—The Basis of Growth in All Living Things*, and *Plant Growth and Mutation in Tradescantia Virginica L.* The films are designed for general science and biology classes. (Jr.H., HS)

SOCIAL GUIDANCE: "Developing Social Maturity," filmstrip series, 60 to 75 frames, \$3.50 each,

issued by National Forum Inc., 407 S. Dearborn St., Chicago 5, Ill. Three strips in this new series are available. *Give Your Friends a Break* deals constructively with the young person who could be accepted and liked by her peers if it weren't for the barrier of her own attitude toward people. *Little Big Shot* concerns the show-off tactics of the undersized young person who seeks status with his friends through exhibitionism. *Last Minute Date* dramatizes the individual who is naively eager to conform and is too easily influenced by the will of the group, as in any club or clique, in or out of school. (Jr.H, HS)

HISTORICAL: *Pocahontas and Captain John Smith*, *Daniel Boone*, *The Winter at Valley Forge*, and *Sam Houston, the Tallest Texan*, 4 new recordings in the "Enrichment Record Series" based upon the Landmark Books of Random House, offered either as a set of two 10-inch, 78 rpm records for each title (\$2.80) or as single 10-inch 33 1/3 rpm records containing two titles (\$3.56). Issued by Enrichment Records, 246 Fifth Ave., New York 1, N.Y. These 4 new records, like the previous 12 in the series, are complete dramatizations, authentically reproduced in every detail, including dialogue, sound effects, and music of the various historical periods, with Broadway and radio actors playing the parts. (Upper Elem., Jr.H., HS)

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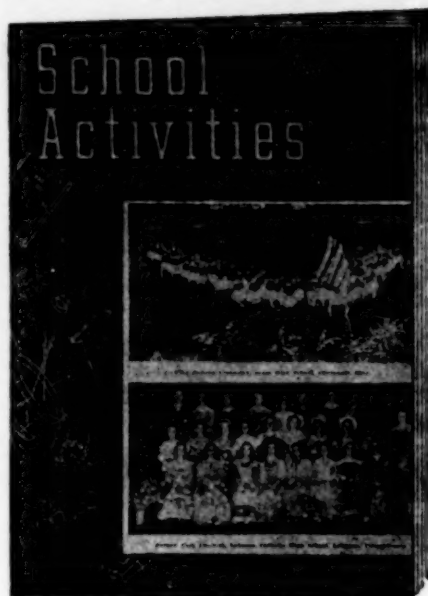
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